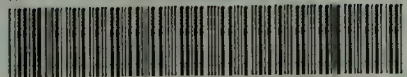


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Massachusetts Board of Education 2000 Annual Report

March 2001

Massachusetts Department of Education
address 350 Main Street, Malden, MA 02148
telephone 781-338-3000 internet www.doe.mass.edu



Massachusetts Department of Education

This document was prepared by the Massachusetts Department of Education
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and Secretary to the Board

Prepared by Melanie Winklosky, Special Assistant to the Board of Education

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In Memoriam



This Annual Report is dedicated to the memory of Jack Rennie, the father of education reform in Massachusetts.

Under Jack Rennie's leadership, the Massachusetts Business Alliance developed a comprehensive education reform proposal, which was supported by the governor, the legislative leadership, and school superintendents. The proposal, entitled "Every Child a Winner!" became the foundation for the Education Reform Act of 1993.

Jack Rennie's leadership, persistence, and goodwill made education reform possible in Massachusetts. His legacy to us all is his vision of public education which incorporates high standards, accountability, school-based management, and more equitable funding for schools. We dedicate this report to his memory on behalf of Massachusetts' 970,000 public school students.

"Jack has left us, or so it seems at first, when we feel the sadness, the painful loss, the gaping hole; but then comes the realization that Jack is still here, in that generous spirit, and he will live on forever with us as an inspired example of a private citizen/public servant and an extraordinary man. Jack is with us, and he's challenged us."

-- S. Paul Reville

Chairman's Statement

The year 2000 was an extraordinarily productive year for the Board of Education. We adopted revised regulations governing Special Education, clarifying eligibility criteria and introducing a modicum of local flexibility in the administration of the program. We put into place the Certificate of Mastery to recognize the achievements of the Commonwealth's highest performing students. We adopted district performance standards, which will serve as the basis for regular comprehensive district-level performance evaluations. We enacted regulations reforming the school building assistance program, rationalizing the reimbursement formula to provide incentives for sound facilities management and cost-effective construction plans. We worked with the City of Lawrence to hire a new superintendent, in order to bring stability and a renewed focus on academic achievement to that troubled district. We approved revisions to curriculum frameworks in math, English and science, which will help clarify expectations for student learning and support local curriculum development. And we adopted new regulations reforming the educator certification system, in order to place greater focus on subject mastery and reading instruction, and to create new alternative pathways into the profession for highly qualified individuals, including mid-career professionals.

In short, last year the Board put into place most of the remaining policy changes envisioned by the Education Reform Act. This is a great accomplishment, and Board members should take a measure of satisfaction in it. At the same time, we should recognize two things. First, we could not have achieved any of this without the dedicated and tireless support of the Commissioner and all his staff within the Department. Second, putting policies in place is the easy part. Seeing them through to success in the classroom is where the rubber meets the road.

For 2001 and beyond, our focus has to be on the blocking and tackling of implementation. While there will continue to be policy issues that come before the Board, our primary task must be to guide and support the Department in its efforts to make educational reform and improvement a reality. Of utmost importance, of course, is ensuring that we complete the roll out of our student assessment system in a way that ensures faithfulness to meaningful academic standards and fairness to all students. In doing so, the Commissioner and I will work together to reach out to educators in the field, to invite their participation, and to listen to their counsel.

2000 was a year of decisions. 2001 must be a year of results.

Commissioner's Statement

As we enter our eighth year of Education Reform, it is important to recognize the many positive changes that have taken place this year in the Commonwealth of Massachusetts. The mathematics, English language arts, and science and technology/engineering frameworks have been updated, as required by law. School building assistance has been reformed through significant changes in the law. Special education regulations have been overhauled to reflect changes in the law which, among other things, changed the standard to align with all other states. Teacher licensure and preparation program approval regulations have been completely revised to reflect the preparation educators need for a standards-based classroom, and to open alternative pathways to careers in education.

The educator quality programs we have put in place over the past few years will serve our students well by recruiting, supporting, and rewarding outstanding teachers for Massachusetts' schools. The leading work we are doing in technology has streamlined and simplified data collection for schools and districts. As we continue to move towards accountability for results, there is much more work that needs to be done.

In my travels across the state, I have seen that the number and kinds of changes that education reform has asked of Massachusetts districts, schools, educators, and students have been almost overwhelming. But I have also seen that the majority of schools and districts have risen to the challenges presented to them by making significant improvements to teaching and learning in the classroom. As a former teacher and superintendent, I know that public school educators are some of the hardest working professionals in our society. Education reform has helped us all to focus our efforts on what really counts—student achievement.

I would like to thank our state leaders—the Board of Education, the Governor, the Lieutenant Governor, the Senate President, the Speaker of the House, and many other friends of education in the legislature for continuing to stay the course on education reform. I extend special thanks to the thousands of Massachusetts educators for their efforts on behalf of students every day, and a personal thanks to the staff of the Department of Education who work tirelessly, often out of the limelight, to help children learn. I look forward to continuing to work with you to improve student achievement across the Commonwealth.

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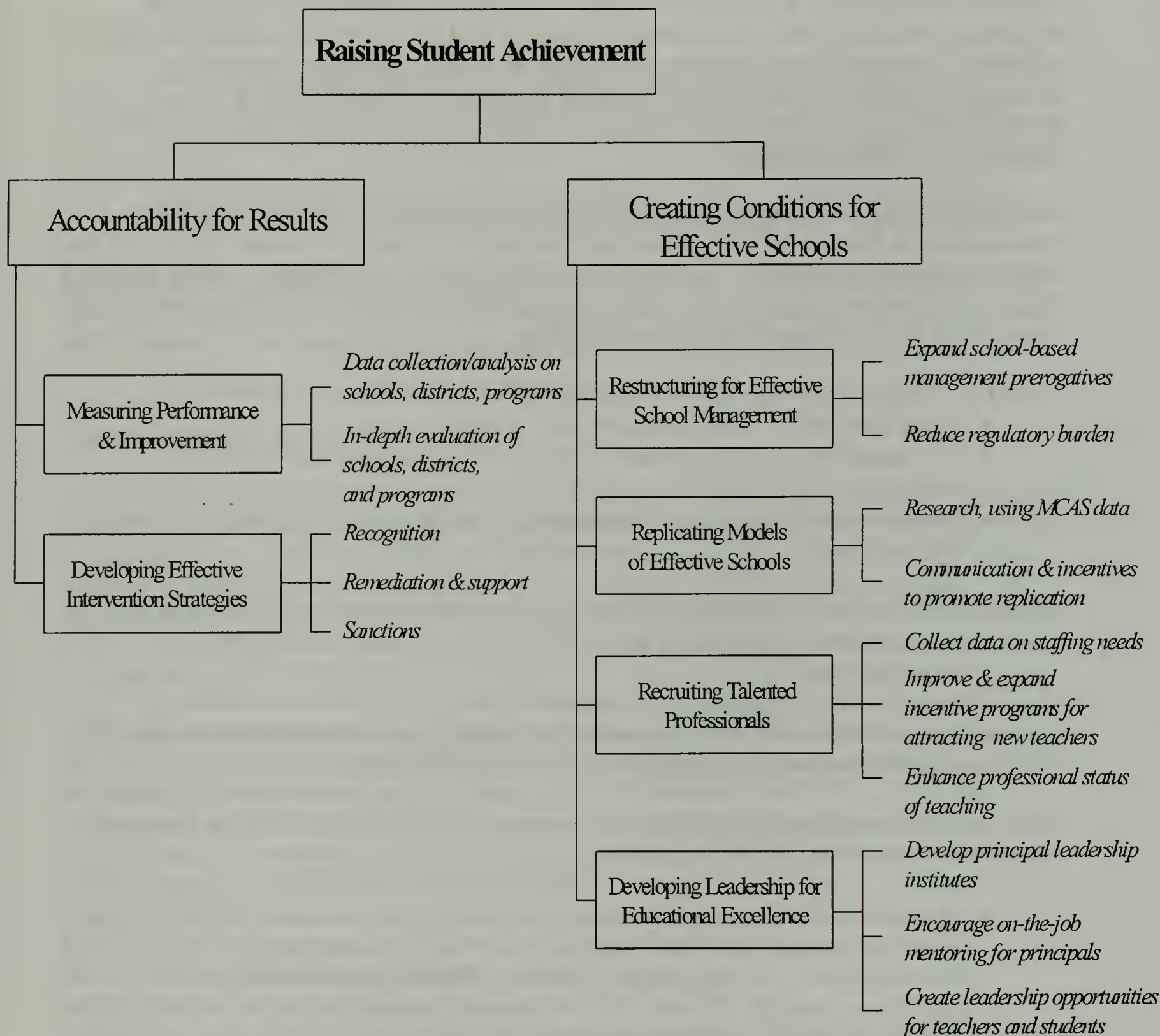
Executive Summary

This has been a very productive year for the Board of Education. As required by law, the mathematics, English language arts, and science and technology/engineering curriculum frameworks were reviewed and updated. Major sets of regulations were revised, including Special Education Regulations, School Building Assistance Regulations, and Educator Licensure and Preparation Program Approval Regulations. District Performance Standards, the foundation of the District Performance Evaluation process under the School and District Accountability System, were adopted by the Board.

As high stakes, standards-based testing becomes a reality in Massachusetts, the Board has remained focused on its primary goal: raising student achievement. This year's MCAS results show trends in the right directions. Eight percent more 10th grade students passed the mathematics test. In addition, the percentage of students performing at the failing level is declining on most MCAS tests, while the percentage of students performing at the proficient or advanced levels is increasing on most MCAS tests. On other measures of student achievement, including SAT and AP scores, Massachusetts' students are also showing improvement. However, much work remains to be done as we work to ensure that all students are acquiring the knowledge and skills that they need in order to succeed.

The purpose of this report is to chronicle the major decisions and actions of the Massachusetts Board of Education from January through December 2000. In February of 2000, the Board of Education adopted the "Board of Education Goals and Strategies" (see page 1). The Annual Report focuses on Board policy decisions and regulatory changes which address the goals and strategies. Also included in the report are Department of Education programs which support these goals and strategies. Demographic and financial data for 2000 in Massachusetts is highlighted in Appendix A.

Board of Education Goals and Strategies



Adopted by the Massachusetts Board of Education in February 2000.

Measuring Performance and Improvement: Students

The Massachusetts Comprehensive Assessment System (MCAS)

During the spring of 2000, the Department conducted the third year of MCAS testing of public school students in grades 4, 8, and 10 in English language arts, mathematics, science and technology, and history and social science. Student, school, and district test results were released in the fall. In preparation for spreading the tests out over more grades, the Department administered question tryouts to grade 3 students in reading, grade 5 students in science/technology and history/social science, grade 6 students in mathematics, and grade 7 students in English language arts.

The Board of Education adopted a regulation setting the standard for the Competency Determination in January of 2000. Beginning in spring 2003, grade 10 students will have to pass tests in English and mathematics at a minimum passing score of 220 or higher in order to receive a high school diploma. Students who do not pass the test(s) on the first try will be given multiple opportunities to retake the test(s) prior to graduation.

In 2000, the Department published the following MCAS reports related to 2000 results:

- Spring 2000 MCAS Tests: Report of State Results
- The Massachusetts Comprehensive Assessment System Summary of District Performance
- Massachusetts Comprehensive Assessment System Individual Student, School and District Results

In 2000, the Department published the following MCAS reports related to 1999 results:

- Report of 1999 Massachusetts and Local School District MCAS Results by Race/Ethnicity
- Massachusetts Comprehensive Assessment System 1999 Technical Manual
- The Participation and Performance of Limited English Proficient Students in the 1998 and 1999 Massachusetts Comprehensive Assessment System.

Please see <http://www.doe.mass.edu/mcas> for these and other MCAS publications. Emerging trends from three years of MCAS data indicate¹:

- Overall statewide student performance is beginning to move toward our two-fold goal of moving students out of the *Failing* level and moving students into the *Proficient* and *Advanced* levels. The percentage of students performing at the *Failing* level is declining on most MCAS tests. The percentage of students performing at the *Proficient* or *Advanced* levels is increasing on most MCAS tests.
- At grade 4, student performance is strong in all subject areas. Statewide performance has improved steadily in mathematics and science/technology. Statewide performance in English language arts has been relatively stable since 1998.

¹ Taken from the Spring 2000 MCAS Tests: Report of State Results

- At grade 8, student performance is improving in all subject areas. Student performance in English language arts is excellent, and improving. For the first time on any of the grade 8 MCAS tests, the average student scaled score reached the *Proficient* level – 240. The percentage of students performing at the *Failing* level in mathematics, science/technology, and history/social science is declining but is still unacceptably high.
- At grade 10, student performance in mathematics improved dramatically from 1999 to 2000. It is noteworthy that the improvement occurred among both low- and high-performing students. The percentage of students at the *Failing* level decreased from 53 percent to 45 percent, while the percentage of students performing at the *Proficient* or *Advanced* levels increased from 24 percent to 36 percent. Student performance in English language arts and science/technology has remained fairly stable since 1998.

For more detailed information, please see pages 4 through 8 for statewide MCAS results from 1998-2000, and for 2000 statewide MCAS performance by student status. More information on MCAS results can be found at <http://www.doe.mass.edu/mcas/results.html>

Massachusetts SAT and AP Scores

The combined 2000 mathematics and verbal SAT scores in Massachusetts have risen eight points since 1998. Over a two-year period, the Massachusetts SAT I scores show a three-point increase on the verbal test, from 508 in 1998, to 511 in 1999, and again 511 this year, and a five-point increase in mathematics, from 508 in 1998, to 511 in 1999, to 513 this year. In addition, Massachusetts has one of the highest percentages of students (78%) in the nation who take the SAT I. Nationally, 44% of students take the SAT I. For more detailed information, please see the chart on page 9, “1996-2000 Massachusetts SAT I Scores by Race and Gender.”

On the Advanced Placement tests, 72.5% of Massachusetts public school students who took an AP exam scored at or above a 3 in 2000. From 1999 to 2000, there was a significant increase in the number of Massachusetts students scoring a 3 (17% increase from 1999), a 4 (18.2% increase) and a 5 (10.5% increase). The number of students taking one or more AP tests (15,212) has also increased by 9.8% from 1999. For more detailed information, please see the chart on page 10, “2000 Massachusetts AP Report.”

Stanley Z. Koplik Certificate of Mastery

The Stanley Z. Koplik Certificate of Mastery is designed to recognize and reward students who demonstrate high academic achievement and to promote success in MCAS for grade 10 and beyond. In March 2000, the Board adopted regulations for implementing the Certificate of Mastery program. In the spring of 2000, the Department’s Office of Student Leadership distributed applications to schools for the 4,700 students who were eligible to apply, based on their grade 10 MCAS scores. Over 1000 students applied, and 860 students received this prestigious award in 2000. More information on the Certificate of Mastery program can be found at <http://www.doe.mass.edu/osl/mastery/com.html>

1998-2000 Statewide MCAS Results: Grade 4					
<i>Average Scaled Score and Percentage of Students at Each Performance Level¹</i>					
	Scaled Score	Advanced	Proficient	Needs Improvement	Failing
ENGLISH LANGUAGE ARTS					
2000	231	1	19	67	13
1999	231	0	21	67	12
1998	230	1	19	66	15
MATHEMATICS					
2000	235	12	28	42	18
1999	235	12	24	44	19
1998	234	11	23	44	23
SCIENCE/TECHNOLOGY					
2000	241	11	51	30	8
1999	240	10	46	36	9
1998	238	6	42	40	12
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area. These results include regular education students, students with disabilities and limited English proficient students.</p>					

1998-2000 Statewide MCAS Results: Grade 8					
<i>Average Scaled Score and Percentage of Students at Each Performance Level¹</i>					
	Scaled Score	Advanced	Proficient	Needs Improvement	Failing
ENGLISH LANGUAGE ARTS					
2000	240	5	57	27	11
1999	238	3	53	31	13
1998	237	3	52	31	14
MATHEMATICS					
2000	228	10	24	27	39
1999	226	6	22	31	40
1998	227	8	23	26	42
SCIENCE/TECHNOLOGY					
2000	228	6	29	27	37
1999	224	5	23	27	45
1998	225	2	26	31	41
HISTORY/SOCIAL SCIENCE					
2000	221	1	10	45	45
1999	221	1	10	40	49
1998	-	-	-	-	-
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area. These results include regular education students, students with disabilities and limited English proficient students.</p>					

1998-2000 Statewide MCAS Results: Grade 10 <i>Average Scaled Score and Percentage of Students at Each Performance Level¹</i>					
	Scaled Score	Advanced	Proficient	Needs Improvement	Failing
ENGLISH LANGUAGE ARTS					
2000	229	7	29	30	34
1999	229	4	30	34	32
1998	230	5	33	34	28
MATHEMATICS					
2000	228	15	18	22	45
1999	222	9	15	23	53
1998	222	7	17	24	52
SCIENCE/TECHNOLOGY					
2000	226	3	23	37	37
1999	226	3	21	39	38
1998	225	1	21	42	36
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area. These results include regular education students, students with disabilities and limited English proficient students.</p>					

General MCAS Performance Level Definitions	
PERFORMANCE LEVEL	DESCRIPTION
<i>Advanced</i> 260-280	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
<i>Proficient</i> 240-259	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
<i>Needs Improvement</i> 220-239	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
<i>Failing</i> 200-219	Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

2000 Statewide MCAS Performance Level Results by Student Status: Grade 4						
Average Scaled Score and Percentage of Students at Each Performance Level						
Subject Area and Student Status Category	Scaled Score	PERFORMANCE LEVEL				
		Advanced	Proficient	Needs Improvement	Failing (Tested)	Failing (Absent)
English Language Arts						
All Students	231	1	19	67	13	0
Regular	234	1	23	70	7	0
Students with Disabilities	222	0	3	58	39	1
Limited English Proficient	221	0	3	53	43	1
Mathematics						
All Students	235	12	28	42	18	0
Regular	238	14	32	42	12	0
Students with Disabilities	224	3	13	45	39	0
Limited English Proficient	220	2	8	35	54	0
Science/Technology						
All Students	241	11	51	30	8	0
Regular	244	13	56	27	5	0
Students with Disabilities	233	3	34	45	18	0
Limited English Proficient	223	1	13	45	41	0
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area.						

2000 Statewide MCAS Performance Level Results by Student Status: Grade 8
Average Scaled Score and Percentage of Students at Each Performance Level

Subject Area and Student Status Category	Scaled Score	PERFORMANCE LEVEL				
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing (Tested)</i>	<i>Failing (Absent)</i>
<i>English Language Arts</i>						
All Students	240	5	57	27	10	1
Regular	243	6	64	24	6	0
Students with Disabilities	225	0	20	40	37	2
Limited English Proficient	222	0	18	33	48	1
<i>Mathematics</i>						
All Students	228	10	24	27	38	1
Regular	232	12	27	29	31	1
Students with Disabilities	211	1	6	16	76	1
Limited English Proficient	211	1	7	14	76	1
<i>Science/Technology</i>						
All Students	228	6	29	27	37	1
Regular	232	7	34	29	29	1
Students with Disabilities	213	1	9	18	70	2
Limited English Proficient	208	0	5	12	81	2
<i>History/Social Science</i>						
All Students	221	1	10	45	44	1
Regular	223	1	11	50	37	1
Students with Disabilities	210	0	2	21	76	2
Limited English Proficient	208	0	1	14	84	2
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area.						

2000 Statewide MCAS Performance Level Results by Student Status: Grade 10
Average Scaled Score and Percentage of Students at Each Performance Level

Subject Area and Student Status Category	Scaled Score	PERFORMANCE LEVEL				
		<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing (Tested)</i>	<i>Failing (Absent)</i>
<i>English Language Arts</i>						
All Students	229	7	29	30	32	2
Regular	232	8	33	32	25	2
Students with Disabilities	210	0	6	19	70	5
Limited English Proficient	211	1	5	19	72	3
<i>Mathematics</i>						
All Students	228	15	18	22	42	3
Regular	231	17	20	24	37	2
Students with Disabilities	209	2	4	11	78	5
Limited English Proficient	212	4	6	14	73	4
<i>Science/Technology</i>						
All Students	226	3	23	37	34	3
Regular	229	3	27	39	28	3
Students with Disabilities	212	0	5	21	68	6
Limited English Proficient	211	0	3	20	72	5
Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area.						

1996-2000 Massachusetts SAT I Scores by Race and Gender

Verbal SAT I test-takers who described themselves as:	1996			1997			1998			1999			2000		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	462	474	468	460	464	462	470	473	472	483	470	476	476	454	466
Asian, Asian American or Pacific Islander	459	456	457	466	462	464	473	474	474	486	468	476	471	477	474
African American or Black	427	432	430	427	430	429	435	429	432	427	430	429	432	432	432
Hispanic or Latino Background:															
Mexican or Mexican American	522	508	515	503	497	499	493	483	487	477	462	469	508	506	507
Puerto Rican	417	412	414	426	403	411	420	403	409	437	421	427	427	417	421
Latin American, South American, Central American, or Other Hispanic or Latino	434	419	425	446	436	440	447	427	435	455	440	447	447	425	435
White	524	519	521	523	519	521	526	518	522	528	522	525	526	521	523
Other	499	479	488	488	476	482	515	490	501	509	489	497	499	488	493
No Response	505	491	499	506	509	507	503	498	501	508	499	504	508	513	510
State Mean Score	511	504	507	510	506	508	513	504	508	515	507	511	513	509	511
National Mean Score	507	503	505	507	503	505	509	502	505	509	502	505	507	504	505

Math SAT I test-takers who described themselves as:	1996			1997			1998			1999			2000		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	483	437	458	474	441	458	478	454	465	480	441	460	493	446	471
Asian, Asian American or Pacific Islander	554	528	540	563	528	545	557	530	543	562	520	540	564	532	547
African American or Black	429	407	417	427	406	415	434	412	421	428	408	417	439	415	426
Hispanic or Latino Background:															
Mexican or Mexican American	541	485	514	499	493	495	478	466	471	497	453	474	496	479	486
Puerto Rican	421	392	404	437	380	400	434	394	408	436	397	412	440	403	417
Latin American, South American, Central American, or Other Hispanic or Latino	450	414	429	467	418	439	459	420	439	464	428	444	471	421	442
White	531	499	513	535	500	516	535	502	517	539	504	520	539	506	521
Other	511	456	480	501	459	478	519	468	489	522	467	489	511	469	487
No Response	512	482	499	524	497	512	520	490	507	527	488	509	528	503	517
State Mean Score	522	489	504	526	491	508	526	492	508	530	493	511	531	498	513
National Mean Score	527	492	508	530	494	511	531	496	512	531	495	511	533	498	514

Participation rate (percentage of graduating seniors in 2000 who took SAT I): Massachusetts 78%, National 44%.

Source: The College Board, Massachusetts Report, "College-Bound Seniors: A Profile of SAT Program Test Takers, 1996, 1997, 1998, 1999, 2000"; Table 4-1 and Table 6 .



2000 Massachusetts AP Report Overview (Public Schools)

	State			National		
	Number of Candidates Number	Number of Exams Number	Number of Grades 3-5 Number	Number of Candidates Number	Number of Exams Number	Number of Grades 3-5 Number
Total	15,212	24,580	7,820	67,547	102,016	63,491
Gender						
Male	6,696	11,202	8,422	270,512	484,875	304,054
Female	8,516	13,378	9,398	347,035	555,141	329,437
Ethnic Group						
American Indian	37	54	39	3,083	4,732	2,356
Asian	1,327	2,438	1,721	73,354	143,745	91,966
Black	1,322	466	197	31,667	46,358	14,420
All Hispanic	389	575	396	65,172	97,654	52,694
Mexican American	121	333	23	36,216	54,298	27,093
Puerto Rican	122	168	110	4,178	6,012	3,290
Other Hispanic	246	374	263	24,778	37,344	22,311
White	12,278	19,617	14,361	410,956	671,219	436,430
Other	476	782	589	19,873	34,376	21,281
No Response	383	648	517	13,442	21,932	14,344

AP Grades	State		National	
	Number	% Change from previous year	Number	% Change from previous year
5	4,181	10.5%	142,253	1.0%
4	6,007	18.2%	207,287	10.6%
3	7,001	17.0%	283,951	10.9%
2	4,769	(0.3%)	246,339	6.7%
1	1,991	3.9%	140,186	16.2%

Measuring Performance and Improvement: Schools and Districts

School Performance Rating Process

The School and District Accountability System adopted by the Board called for the Department to develop and implement a three-stage process for evaluating school performance. The first stage of the process, which applies to all Massachusetts public schools, is the School Performance Rating Process (SPRP). The performance of a school's students on MCAS tests over a three-year period, and the extent to which MCAS test results in English, mathematics, and science improve over that time period, are the basis for ratings generated at this stage of the process.

Ratings generated through the School Performance Rating Process are used to identify improving schools for recognition and to flag schools with poor performance and limited improvement for further review. Schools with high percentages of student failure on MCAS that failed to meet improvement expectations may be referred to the second stage of the process -- the Panel Review. Review Panels study school data and documents and conduct one-day school visits and advise the Commissioner regarding the state of the school's plans for improvement. If the Review Panel finds that the school does not have a sound improvement plan, or that the conditions are not in place for the successful implementation of a sound plan, the Commissioner may declare the school to be under-performing.

Schools declared to be under-performing move to the third stage of the school performance evaluation process -- the Fact-Finding Review. At this stage, a team of experienced educators, administrators, and school professional evaluators conducts a week-long, on-site review to diagnose reasons for the school's poor performance and make recommendations to guide the development and review of a plan to bring about needed improvements at the school.

Spring 2000 Panel Review Activities

In January 2000, to make school leaders and the public aware of the new School Performance Rating Process and to inform schools of the improvement expectations against which their performance would be measured over the first rating cycle, the Department issued Mid-Cycle School Performance Progress Reports to all Massachusetts public schools. Under the School and District Accountability System, referrals for Panel Review will usually be done at the end rather than mid-way through the 2-year rating cycle. In 2000, however, mid-cycle school performance results were used to identify eight schools to participate in the first round of Panel Reviews.

The eight urban middle schools referred for Panel Review in the spring of 2000 all had critically low levels of student performance (more than 60% failing) on 1998 and 1999 MCAS tests and experienced a decline in student performance from 1998 to 1999. The Panel Reviews conducted at the eight schools resulted in two schools being declared under-performing and two found not under-performing. In light of mixed findings by the Review Panels regarding the other four schools, final decision on the issue of under-performance on those schools was deferred for 90 days to permit time over the summer for district and school leaders to respond to the Review

Panels' concerns. All eight of the schools referred for spring 2000 Panel Review, irrespective of the review outcome, were given \$25,000 grants to fund continuing improvement planning and staff training over the summer months.

Fall 2000 Fact-Finding and Panel Review Follow-Up Activities

Beginning in September 2000, Fact-Finding Teams conducted in-depth reviews at the two schools -- the Lynch School in Holyoke and the Arlington School in Lawrence -- that were declared under-performing in the spring. At the conclusion of the Fact-Finding Teams' on-site weeks, district and school leaders at each school were given a draft report of the Team's findings and recommendations so that they could begin work, without delay, on the development of improvement plans.

In late September and early October, follow-up visits were also made to the four schools at which final decisions on the issue of under-performance were deferred. Follow-up teams visited each school and reported back on developments at those schools since the spring review. At the conclusion of this process, two of the four schools were found to have made significant progress towards addressing the shortcomings noted during the spring reviews and determined to be on track for improvement. Two of the schools reviewed were deemed to need additional state involvement to guide and support the development and successful implementation of plans for needed improvements. These two schools were declared to be under-performing. Fact-finding reviews for these schools, the Kuss School in Fall River and Roosevelt Junior High School in New Bedford, are scheduled to take place in January 2001.

All of the schools referred for Panel Review in the spring of 2000 that were found to be under-performing or received a deferral of decision finding at that time were invited to send school leadership teams to participate in a three-day facilitated planning retreat in October 2000, sponsored by the federal Title I program. Most districts took advantage of this opportunity. Title I school improvement funds are being used to provide targeted support for improvement initiatives at all of the schools that were referred for Panel Review this year.

Next Steps for Schools Declared To Be Under-Performing

Schools declared to be under-performing must submit an improvement plan to the Commissioner and Board for approval. By statute, this process is to be completed within six months after the finding of under-performance. Once approved by the Board, the school's improvement plan will serve as a guide for the efforts of school and district staff and will give direction for district and state assistance and oversight.

After Fact-Finding Reviews are completed in January 2001 at the Kuss and Roosevelt schools, Fall River and New Bedford school leaders will develop improvement plans for their schools and submit those plans for review by the Commissioner and Board. Once the plans to address the schools' performance problems are approved, the Department will work with school and district leaders to determine what special state assistance, if any, is needed to support successful implementation of the planned improvement initiatives. The Department will assign a targeted assistance coordinator to facilitate ongoing state and local collaborations regarding the school and to track the school's progress towards meeting agreed-upon improvement goals over the next two years.

Evaluating School Performance - Year 2

In December 2000, the Department issued the first End-of-Cycle School Performance Rating Reports to all Massachusetts public schools, based on schools' performance and improvement on MCAS from 1998-2000. The Department will use the School Performance Ratings to identify a second set of schools to be referred for Panel Review. Schools with critically low levels of student performance (more than 60% failing) on the MCAS tests taken in 1999 and 2000 that failed to meet improvement expectations over that time period will be candidates for Panel Review in the winter of 2001.

This year, for the first time, the Department will also use the School Performance Rating Process to identify candidates for a new Exemplary Schools Program. This program is an integral part of the Commonwealth's School and District Accountability System. Schools that demonstrate significant improvements in student performance over the course of the first School Performance Rating cycle (1998-2000), and schools that significantly outperformed demographically similar schools, will be invited to participate in the review process. Through these reviews, the Department will identify schools that have successfully implemented replicable strategies for improving students' academic performance. Selected schools will be invited to serve as demonstration sites and/or participate in networking and training events to showcase effective improvement strategies.

School Performance Rating State Results 2000: All Schools

<i>Performance Ratings</i>	<i>Improvement Ratings</i>				TOTAL
	Failed to Meet	Approached	Met	Exceeded	
<i>Very High</i>	0	3	2	1	6 (0%)
<i>High</i>	35	18	36	51	140 (9%)
<i>Moderate</i>	202	80	107	82	471 (31%)
<i>Low</i>	326	78	96	45	545 (35%)
<i>Very Low</i>	219	23	33	11	287 (19%)
<i>Critically Low</i>	83	4	3	1	91 (6%)
TOTAL	865 56%	206 13%	277 18%	191 12%	1539 100%

Program Quality Assurance Services

Through its Program Quality Assurance Services (PQA) unit, the Department implemented its ongoing responsibility to oversee local compliance with state and federal education requirements by implementing its Coordinated Program Review System in 70 school districts and charter schools during FY 2000. Implemented over a 6-year cycle, this monitoring system addresses targeted requirements for Special Education (the federal Individuals with Disabilities Education Act and state law, G.L. c.71B), Transitional Bilingual Education (G.L. c.71A), Title I, and federal civil rights requirements under Title VI and Title IX and Section 504. Additional monitoring of programs in the areas of the Safe and Drug-Free Schools and Community Act, the Perkins Vocational Act, and Nutrition Programs and Services was conducted during these review procedures. The Department also incorporated general administrative requirements for the Education Reform Act of 1993 in 35 of the district reviews. In each case, the selected school districts were encouraged to implement self-assessment activities prior to the arrival of the Department's visiting team.

Comprehensive reports of the Department's findings in each of the 70 districts were prepared that described determinations about the implementation status of each program standard. The findings also noted those standards the onsite teams found implemented in a commendable fashion. For those standards found to be not fully implemented, local districts and charter schools proposed actions to bring those areas into compliance with the pertinent statute or regulation. Districts were encouraged to incorporate their corrective action activities into their District and School Improvement Plans, including the District Professional Development Plans.

During FY 2000, PQA additionally conducted detailed application reviews and follow-up onsite visits to selected Department of Education approved Chapter 766 Private Schools that serve the Commonwealth's most disabled students. PQA worked cooperatively with the Operational Services Division of the Executive Office of Administration and Finance in the pricing of certain Chapter 766 Approved Private School programs.

Staff from PQA provided ongoing telephone and onsite technical assistance to school officials and the general public regarding the interpretation and implementation of education related laws, regulations, and Board of Education policies. The unit also recommended to the Commissioner of Education the approval of program waivers submitted by school districts and private schools in the areas of Special Education and Transitional Bilingual Education.

Research and Evaluation

The Department's Research and Evaluation unit, under the direction of the Office of Academic Affairs, works to expand the Department's information base to inform policy and programmatic decisions. During 2000, several of the unit's efforts were undertaken on its own initiative. The unit also responded to requests for information from the Board and the Governor's office.

Some of the major projects during 2000 included:

- a report on local graduation requirements in all Massachusetts public high schools;
- an annotated bibliography on the Metco program;
- a summary of current research on bilingual education; and
- a research-based middle school mathematics initiative with UMass Lowell.

The Research and Evaluation unit will work closely with higher education institutions, the Education Reform Review Commission, and other relevant agencies to combine resources towards a focused research agenda which will provide useful, timely information to schools, districts, the Department, the Board, and the Legislature.

Community Profiles for Early Care and Education

The goal of this data collection project is to assist communities to gather information on early care and education services and needs. The data is uniformly gathered and compiled and is used at the state level, the local level, and for program planning. Five surveys are used:

- center-based and Head Start programs;
- family child care providers;
- public school preschool and kindergarten programs;
- school-age programs; and
- parent/family needs and satisfaction with child care.

The Department assists local Community Partnerships for Children Councils throughout the process with training, input, and analysis of the data. Thus far over 1/3 of all providers have participated. By Spring 2001, the Department anticipates having collected data from 2/3 of providers. In addition, over 25,000 parent surveys have been returned with an additional 30,000 expected this spring. The data include critical information, such as the percentage of teachers with a bachelor's degree or higher, the training topics of greatest interest to families, and the number of family child care providers in a given community which have vacancies for infants. Surveys contain over 150 questions that allow communities to extract and analyze information for their planning needs.

Massachusetts' Cost and Quality Study

Wellesley College, along with Abt Associates, is currently conducting a Cost and Quality Study in Massachusetts (funded by the Department of Education), similar to the national Cost, Quality and Outcomes Study published in 1995. Data on the quality of existing programs and the costs associated with achieving different levels of quality in different types of programs will be collected and analyzed. The study gathered data on community-based, full-day, full-year preschool programs during FY 2000. A report on findings will be available in Spring 2001. During FY 2001, public preschool programs and family child care homes will be observed (the family child care portion of the study is funded by the Federal Administration for Children and Families). In the final year of the study, community-based infant and toddler programs will be studied.

Data from these two projects will provide a comprehensive picture of early care and education in Massachusetts. Please see <http://www.doe.mass.edu/els> for more information about these projects.

Developing Effective Intervention Strategies

Academic Support Services Programs

The Academic Support Services Program (ASSP) was created in 1998 to address the needs of students scoring in the *Failing* and *Needs Improvement* categories on MCAS. During the first two years of implementation, school districts and charter schools used Academic Support Services Program funds to extend student learning time before and after school, on weekends and school vacations, and during the summer. Academic Support Services programs allow districts to offer intensive small group instruction and innovative programming to provide expanded opportunities for students with the greatest need to improve their knowledge and academic performance. During Fiscal Years 1999 and 2000, the budget appropriation for Academic Support Services was \$20 million. The appropriation was increased to \$40 million for the 2001 fiscal year.

Districts report student level data on Academic Support Services Program participation and progress. By tracking individual student data that includes the number of hours of services received by content area and grade level, the instructional model used, and pre- and post-test scores, school districts and the Department of Education can examine program effectiveness based on student results over time. This information is important in identifying promising practices, future planning by the districts, and the continual refinement of program models.

FY 2000 School Year and Summer Programs

175 districts and charter schools were awarded \$19,618,850 in grants to extend learning time for students during the school year and summer.

- 80 school districts and charter schools operated programs during the 1999-2000 school year.
- 167 school districts and charter schools operated programs during the 2000 summer months.
- 72 school districts ran programs both during the summer and during the school year.

Total enrollment for both the school year and summer components of the FY 2000 Academic Support Services programs is estimated to be over 39,000 students in grades 3 through 10.

[Note: Student level data on Academic Support Services programs that operated during FY 2000 was submitted in two cycles: data on programs operating during the school year was due in the summer, and data on summer programs was to be submitted to the Department in the fall. While both sets of data are being reviewed, only the school-year data is complete enough to report on program implementation. Analysis of summer data cannot be completed or reported until missing data has been submitted.]

Implementation of FY 2000 School Year Programs

Data has been submitted for 78 (of the 80) school districts and charter schools that operated Academic Support Services programs during the 1999-2000 school year. A review of the data submitted provides the following information.

Funding

- About 27% of the FY 2000 grant funds, \$5,320,040, was awarded for programs taking place during the school year.
- The average per pupil cost was \$368.

Students Served During the School Year

14,469 students participated in school year programs.

- 27% of these students were in grades 8 and 9, the graduating classes of 2003 and 2004.
- 21% of the students were in grade 4, preparing for the 4th grade MCAS in the spring.
- 99% of the students were taught in groups of 10 or fewer students.

Content Areas

All districts provided instruction in English language arts, mathematics, and/or science; many districts provided instruction in several content areas.

- 74 districts taught English language arts.
- 67 districts taught mathematics.
- 20 districts taught science.

Hours of Instruction in School Year Programs

- 414,974 hours of additional instruction were provided during the school year, primarily from January to June 2000.
- A statewide average of almost 29 hours of additional instruction per student was provided during the school year.

Gains in Student Performance from Pre- to Post-Test

School districts were required to use standardized tests and/or locally-developed assessments to pre- and post-test students who participated in Academic Support Services programs and submit that data to the Department. District reports on students with pre- and post-test scores indicated that:

- 55% of the students in English language arts programs showed gains in post-test results;
- 53% of the students in mathematics programs showed gains in post-test results; and
- 43% of the students in science programs showed gains in post-test results.

Training and Technical Assistance

From October 1999 through June 2000, Academic Support Services Program staff organized and carried out eight regional technical assistance sessions, providing training and written resources for teams from districts with high percentages of low-performing students. The final three of these sessions were delivered in conjunction with the After-School and Other Out-of-School Time Program (see program description below) to encourage school districts and community organizations to collaborate on the integration of activities across the two programs. In addition, Academic Support Services Program staff presented and disseminated resource materials at four statewide conferences, which provided additional opportunities to highlight promising program models.

Onsite Documentation of Program Activities

Academic Support Services staff were joined by other Department staff to visit programs operated by 46 districts and charter schools at 62 sites. These visits involved interviews with program coordinators, site coordinators, teachers, and in some cases students; observations of instructional groups; and a team summary of the strengths, replicable elements, areas of concern, and overall quality of the program, along with suggestions for technical assistance and recommendations for future improvements. The information gleaned from these site visits was valuable in helping to identify programs that could be featured in FY 2001 training sessions and resource materials.

Trends for FY 2001 School-Year Grants

An analysis of the initial student data submitted by districts awarded school-year grants for the 2000–2001 school year shows an increased focus on secondary school students. 89% of the funded districts have high school students enrolled in Academic Support Services math programs. The grade level data indicates that 20% of the participants in these math programs are 10th graders and 11% are 9th graders. This combined total of 31% represents an increase from the percentage seen in FY 2000 school-year programs. An additional 32% of the participants are 6th through 8th graders.

Of the districts funded, 64% have high school students enrolled in English language arts Academic Support Services programs. In these programs, elementary school students still constitute the largest number of participants (22% of those enrolled are 4th graders). This is partly due to the incorporation of the Individual Tutoring in Reading Program into the Academic Support Services Program this year.

Only 5 districts have elected to provide science programs. 65% of the students participating in these programs are 9th and 10th graders.

While the vast majority of Academic Support Services grants are used to extend the school day and school year, in FY 2001 a few school districts are experimenting with delivering academic supports during the school day to secondary students.

Individual Tutoring in Reading Program

In FY 2000, \$1,999,000 in Academic Support Services Program funds was used to award Individual Tutoring in Reading grants to 35 school districts and one charter school. Data submitted to the Department for these programs shows that 2,195 fourth grade students who had performed at the pre-reader or basic reader levels on the third grade Iowa reading assessment received 67,243 hours of one-on-one tutoring (an average of more than 30 hours per student) under this grant program. Data from the 1999 Iowa reading assessment and the 2000 MCAS fourth grade reading assessment are currently being analyzed to establish the guidelines for determining exemplary progress. When this analysis has been completed, districts with tutors eligible to receive bonuses for helping their students make exemplary progress will be notified.

After-School and Other Out-of-School Time Programs

For FY 2000 the Department awarded \$5,072,854 in grants to provide after-school and other out-of-school time programs for children and youth across the Commonwealth. The program

promotes the establishment of a local infrastructure in which school and community-based after-school and other out-of-school time services are coordinated with school day programs to better integrate instruction, enrichment and supports to children and youth. After-school and other out-of-school time programs deliver a range of program options after school, before school, during vacations, and/or on weekends. These options include academic support, homework assistance, enrichment, physical activity, arts, community service, career exploration, health, and other related programs that meet the needs of children and youth. Communities with high percentages of students living in poverty or below the state's median income received priority for funding.

Communities that receive funding from both After-School and Other Out-of-School Time grants and Academic Support Services grants are encouraged to coordinate programs to link intensive instruction for low-performing students with enrichment opportunities that reinforce and expand students' knowledge and healthy development.

During FY 2000:

- 77 grant recipients serving 130 communities provided services to students in 281 locations, 231 of which were local school buildings.
- 806,106 hours of services were provided to 24,815 children and youth from the beginning of January through the end of June. For this period of time, approximately 32.5 hours of service were provided per child.
- 66% of the children served were in grades K-5; 29% of the students were in grades 6-8; and 5% were in grades 9-12.

Early Childhood Education

Numerous studies have shown that early childhood interventions designed to help low-income children succeed in school are effective. The RAND Corporation's report, *Investing in Our Children* (1998), is an analysis of several early childhood longitudinal studies that evaluate the cost benefits of early childhood interventions. The report can be found at:

<http://www.rand.org/publications/MR/MR898/>

The major findings of this analysis document the significant benefits to children, including:

- better scores on short- and long-term achievement tests in school;
- reduced expenditures on special education services;
- less frequent retention in school;
- higher rates of high school graduation;
- lower rates of crime and delinquency; and
- higher levels of earning.

There were also benefits to parents, including:

- positive parenting behavior;
- higher levels of educational attainment; and
- higher levels of employment.

The Department's Early Learning Services unit administers a number of grants that promote early childhood education:

Community Partnerships for Children (CPC)

This state-funded program served 20,740 children in FY 2000 in 332 communities. The program brings parents and community members together to enhance the affordability, accessibility, comprehensive services, collaboration, and outreach of early care and education services.

Department staff have supported the development of these programs by collecting and analyzing data on local programs, developing a system of fiscal and programmatic accountability, and working with local CPC Councils. The program has increased support for working families with preschool children by expanding programs that assist parents earning up to 125% of the state median income, using a sliding fee scale. Since its inception, the program, along with the early childhood special education grants, has increased the percentage of children with disabilities served in inclusive programs from 20% to over 80%, and has increased comprehensive services including health, social services, supportive language services, family education, and literacy initiatives.

Massachusetts Family Networks (MFN)

The purpose of this program is to develop various models of parent outreach, education and support that are effective with families with young children (prenatal through three years old). The Massachusetts Family Networks strive to create collaborative, comprehensive networks of family services. Programs emphasize prevention and build on the strengths of families and existing resources in a community, and provide leadership opportunities for families with young children. Services include parent education, family support, adult education, health and

developmental screenings and community activities for families. Massachusetts currently funds 41 MFN programs which serve 162 communities.

Parent-Child Home Program (PCHP)

The Parent-Child Home Program is a home-based parenting and early literacy program designed to help strengthen verbal interaction and educational play between parents and their preschool children. Teaching demonstrators visit each family twice a week for two years beginning when a child is between 16 months and two years old. The program is targeted towards families whose income or educational level may put children at an educational disadvantage. Massachusetts currently funds 26 local programs that support 500 children.

Kindergarten Development Grants

Quality Full-Day Kindergarten: The purpose of this grant program is to enhance the educational experience of children currently in full-day kindergarten programs by improving the quality of curriculum, the continuity of curriculum across preschool, kindergarten, and grade one and by developing other programmatic components of kindergarten.

Transition Planning for Full-Day Kindergarten: The purpose of this grant program is to encourage the expansion of high-quality, full-day kindergarten education throughout the Commonwealth. The initiative strives to support districts in planning the transition from half-day to full-day kindergarten programs.

Please see <http://www.doe.mass.edu/els> for more information about these grant programs.

Adult and Community Learning

The Department's Adult and Community Learning Services (ACLS) unit plays a key role in meeting the educational needs of the adults in Massachusetts by empowering them with the knowledge and skills needed to be productive workers and citizens of the Commonwealth. The Department funds programs to establish free access to basic adult education services in public school systems, public agencies, and community based organizations. These services are for residents of the Commonwealth who are ages 16 and older who are not enrolled in a high school. The educational services are designed to enhance an individual's literacy skills -- the ability to read, write, and speak English and to compute and solve problems at the levels of proficiency necessary to function as an effective parent/family member, productive worker, and contributing member of the community. Eligible agencies receiving funds must also address the needs of their adult students who are learning disabled. Programs offer activities to prepare students for passing a high school equivalency assessment and moving on to post-high school education or vocational training and/or acquiring or advancing in employment. The major portion of ACLS funding is allocated to grant programs that serve students directly. These include:

- **Community Adult Learning Centers** (145 grants, totaling \$25 million) which provide support for 148 centers including special projects for under-educated and limited English proficient adults who are homeless, pursuing citizenship, health education, etc.
- **Workplace/Workforce Education** (31 grants, totaling \$1.44 million) which supports partnerships between experienced adult education providers, business leaders, and unions (where applicable) to provide adult education in workplace contexts so that workers and employers can meet escalating skill demands on the incumbent workforce.
- **Family Literacy** (24 grants, totaling \$1.95 million) which supports comprehensive family literacy services between the adult educational system, health providers, and human service delivery systems which include: adult literacy; early childhood education; parenting skills; and home visits to undereducated and/or limited English proficient parents and their children.
- **Education for Incarcerated Adults** (38 grants, totaling \$1.19 million) which supports homeless shelters with the expectation that students would "reintegrate" into community adult learning centers, adult basic education, and ESL instructional services for inmates.
- **Transitions** (8 grants, totaling \$700,000) which provides access to transition services for students who choose to transition from adult learning centers to post-secondary programs offered through the community college system in Massachusetts. The project provides not only the academic support needed, but also additional support services, which allows adult learners to successfully complete their educational goals.
- **The Adult Basic Education (ABE) Distance Learning Pilot Project** which explores the use of video, computer-assisted instruction, and telecommunications so that adults who are interested in pursuing their education can overcome any barriers that may prevent them from participating in ABE instruction that could be caused by situations such as distance, waiting lists, or conflicting family/work schedules. This program supports four regional sites or

“hubs” where specially trained teaching and counseling staff work in a regional “classroom without walls.” All participating adult learners receive core content of the curriculum through video and computer networks.

- **Community Planning Initiative** which is an effort to eliminate the duplication of services within communities by requiring all funded adult learning centers to submit a unified Statement of Assets and Needs that has been signed by all providers within that community. The Department also encourages community-wide partnerships that are committed to planning for and establishing a full continuum of adult basic education instructional and support services. These services must enable under-educated and/or limited English proficient adults to move from the lowest level of literacy or English language proficiency through high school level skills/completion. These services should enable interested students to successfully transition to post-secondary education and/or training.

Performance Highlights for FY 2000

The Massachusetts Department of Education’s line item for adult basic education was increased from \$26,626,751 to \$30,201,751 for FY 2000. The Department had projected that an additional 1,000 students would be able to enroll in classes with this additional funding. In fact, an additional 1,181 adults were removed from waiting lists during FY 2000 for a total enrollment of 24,564. As of January 25, 2001, the number of adults who are on waiting lists for ABE or English for Speakers of Other Languages (ESOL) services is 13,299.

The Department measures the performance of ABE programs that it funds in the following three domains:

1. *Student participation*: In a program without mandated attendance and for a population with many competing priorities, at what level do students attend and persist in instruction?
2. *Student learning gains*: How many grade level equivalents (for students enrolled in literacy through adult secondary instruction) or student performance levels (a 10-step scale developed for ESOL instruction) do students progress in one year (and in the future, over a multi-year period)?
3. *Student goal achievement*: How many of the goals for enrolling in ABE that are set by students are actually achieved within the year (and, in the future, over a multi-year period)? This performance domain is at the heart of the Department’s ABE accountability system – services must be responsive to the reasons under-educated and limited English proficient adults enroll in the program in the first place.

The information to inform performance against these measures is captured by the Department’s web-based student level database and program management system, SMARTT ABE (System for Managing Accountability and Results Through Technology for Adult Basic Education.) Following is a sample of the results that ABE programs achieved in FY 2000:

Student Participation:

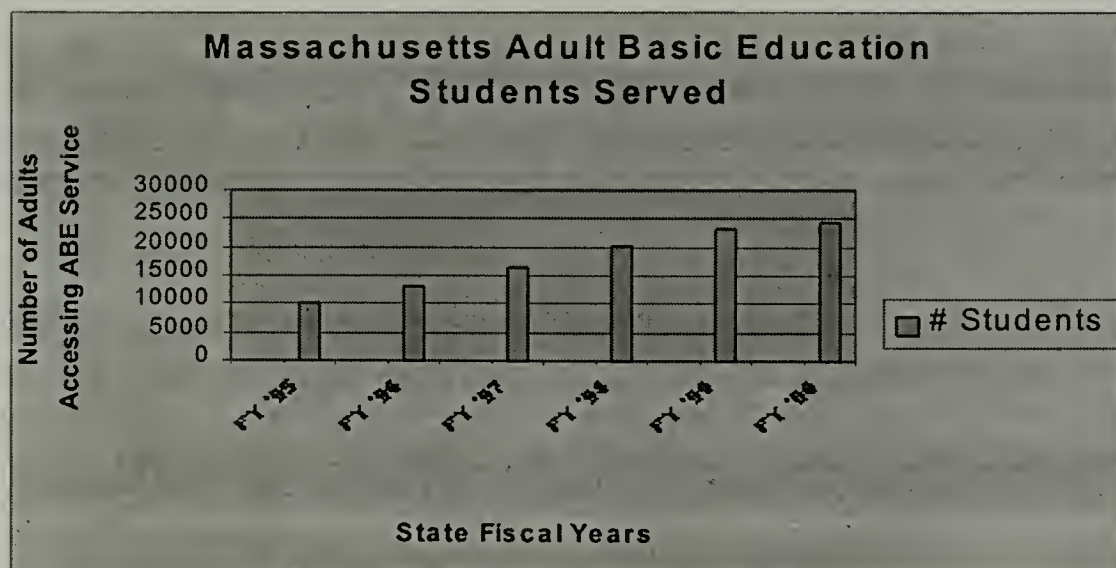
Persistence in Massachusetts ABE classes is double the national average hours of student attendance and retention, placing Massachusetts first in the nation. As cited by the January 2001 MassINC report, *New Skills for a New Economy*, without sufficient time on task, students will not acquire the skills and abilities needed to achieve their goals. The full MassINC report can be found at <http://www.massinc.org/research/index.html>

Student Learning Gains:

Adults enrolled in Massachusetts ABE programs are advancing an average of one grade level equivalent for each 132 hours of adult literacy through adult secondary instruction and one student performance level for each 127 hours of ESOL instruction. As a reference point, keeping in mind the many differences between how children and adults learn, children attend school about 990 hours per year.

Student Goal Achievement:

- 33% of secondary level students (*from grade level equivalent 9-12 – comparable to all freshmen through seniors in a high school*) who were pursuing a high school diploma or its equivalent (GED) achieved that goal.
- 39% of students who indicated that they wanted to obtain a job actually did within the year and another 45% credited the ABE program with assisting them in meeting their goals of retaining and meeting new requirements on the job. [*Half of all ABE students are already employed when they enroll.*]
- 12% of students credit the ABE program with assisting them to quit smoking.
- 39% of students credit the ABE program with helping them to improve the health of their children.
- 55% of parents credit the ABE program with enabling them to read and write more with their child(ren) and also in helping them to become more involved in their child(ren)'s school(s).
- 49% of students credit the program with helping them to obtain their first library card and making visits to the library a part of their lives.
- 17% of students at the highest level (grade level equivalent 11-12) credit the ABE program with enabling them to enroll in college or a post-secondary training program.



Restructuring for Effective School Management

One of the goals of both the Board and the Department of Education is to reduce the regulatory burden on schools and districts. The following sets of regulations were revised and adopted by the Board of Education in 2000:

- Educator Licensure and Preparation Program Approval Regulations
<http://www.doe.mass.edu/news.asp>
- Regulations on Access to Equal Educational Opportunity
<http://www.doe.mass.edu/lawsregs/603cmr26.html>
- School Building Assistance Regulations
<http://finance1.doe.mass.edu/>
- Special Education Regulations
<http://www.doe.mass.edu/sped/>

In an effort to reduce the administrative burden of data collection and reporting for both school districts and the Department, the Department launched a new web-based application called Directory Administration in the summer of 2000. Directory Administration is a more efficient and accurate way of maintaining and updating educational information between the Department and targeted school administrators, legislators, municipal leaders, and others. The primary objectives of the Directory Administration Application are to:

- decrease the overall length of time required to process Directory information;
- establish a single source of directory data for all Department of Education systems;
- decrease the reliance on cumbersome, outdated reporting systems; and
- allow districts to maintain up-to-date information about their district.

Information on these and other technology initiatives can be found on the Department's technology website at: <http://www.doe.mass.edu/edtech>

The Board and Department are committed to using data to drive policy decisions. For this to happen, having access to the data and the means to efficiently and quickly access the data are crucial. In 2000, the centralized Data Warehouse was built. The Data Warehouse contains much of the core data that the Department utilizes which had previously been kept in disparate sources and formats.

In spring 2001, the Department will release its web-based Datamart. This tool allows users to browse the "aisles" for the data they are looking for, and then "buy" that data and look at it in a variety of easy and useful ways. The Datamart is constantly evolving as more data is made available every month.

There are four “aisles” in the Datamart:

- **The MCAS aisle** contains the state, district, and school level results of the MCAS tests.
- **The School and District aisle** contains the enrollment, attendance, dropout, and other standard data reported by districts and schools to the Department.
- **The Student aisle** contains the 35 data elements that are collected quarterly from all schools and districts. The student level data will be protected by a security screen so that unauthorized users will not be able to see individual student information.
- **The Educator aisle** will contain information on the educators and the administrators in Massachusetts’ districts and schools.

Information on these and other technology applications can be accessed on the Department's security portal at: <http://www4.doe.mass.edu>

Replicating Models of Effective Schools

Edgerly School Leadership Awards

Through his Foundation for Partnerships, Chairman William S. Edgerly created the Edgerly School Leadership Awards to honor public school principals for their work in raising student achievement. This \$10,000 award, first given in 1999, recognizes principals of schools in which students demonstrated the most significant gains in MCAS scores.

The 2000 Edgerly School Leadership Award winners are:

- Joseph Aguiar, Principal of Nantucket High School
- Lisa Bryant, Principal of the Lowell Middlesex Academy Charter School
- William Campia, Principal of the Eames Way Elementary School in Marshfield
- Robert Martin, Principal of the Seven Hills Charter School in Worcester
- Jane MODOONO, Principal of Hopkinton High School

Exemplary Schools Program

In 2001, the Department will identify schools that are potential exemplars of effective teaching and/or school administration practices for the new Exemplary Schools Program, based on the School Performance Rating Process. Schools with exceptional improvement may be invited to apply to the Exemplary Schools Program, which is designed to provide a means for schools with successful educational practices and programs to share their expertise with other schools in Massachusetts.

Recruiting Talented Professionals

The Board of Education is committed to recruiting talented professionals into careers in public education. Currently, there are approximately 87,370 public school educators employed in Massachusetts. Please see pages 30-31 for data which describe the age and years of service of current Massachusetts public educators.

The disappointing results of the first administration of the Massachusetts Educator Certification Test heightened public interest in the preparation of teachers. The Joint Commission on Educator Preparation was established in 1999 to develop strategies for implementing a broad range of recommendations about the preparation of public educators. The 10-member commission, comprised of three Board of Education members, three Board of Higher Education members, and two appointees from each board, published its report, *Excellent Teachers for Massachusetts*, in July 2000. The report can be found at <http://www.mass.edu/academic/index.html>

One of the major recommendations of the Joint Commission was to reduce the barriers to educator certification. The Commission recommended eliminating requirements unrelated to job performance, such as the requirement for a master's degree for standard certification. The Commission supported the development of innovative routes to certification and also recommended a performance assessment to evaluate a candidate's effectiveness in the classroom and mastery of content-specific pedagogy in his or her discipline.

The Board and Department considered each of the Joint Commission's recommendations carefully while revising the certification and preparation program regulations during 1999-2000. In November 2000, the Board of Education adopted the *Regulations for Educator Licensure and Preparation Program Approval* (603 CMR 7.00). These regulations, which govern how educators are licensed and how educator preparation programs are approved by the Commonwealth, will become effective on October 1, 2001. Some of the major changes which reflect the Joint Commission's recommendations and distinguish the new regulations from the 1994 regulations include:

- strengthening and clarification of the academic subject matter requirements for all teacher licenses, especially for the elementary and middle school licenses;
- establishment and clarification of alternate routes to initial licensure of teachers and administrators to provide avenues for career-changers to enter the profession;
- establishment of a performance assessment program as an option to achieving professional licensure;
- requirement for induction programs with mentors for all beginning teachers and administrators; and
- increased accountability requirements for higher education institutions and other organizations that sponsor educator preparation programs.

Please see <http://www.doe.mass.edu/news.asp> for a copy of the regulations.

During 2000, the Department continued to improve and expand its educator quality programs. Chapter 260 of the Acts of 1998 established the Teacher Quality Endowment fund, which supports several programs to promote teacher quality. In July 2000, the state budget added \$10

million to the endowment and renamed the fund "Teacher, Principal, and Superintendent Quality Enhancement," which will add approximately \$500,000 in additional funding per year, in interest, for leadership programs. Programs supported by the endowment include:

Massachusetts Signing Bonus Program for New Teachers: This bonus program seeks to attract excellent college graduates and mid-career professionals to teach in Massachusetts' public schools. Since January 1999, the Department has embarked on a national recruitment campaign to attract outstanding individuals to become teachers. Over 775 people applied to the program and 59 individuals were selected for bonuses in 1999. In 2000, over 900 individuals applied and 105 were selected to receive the bonus. All bonus candidates receive training through the Massachusetts Institute for New Teachers, an alternative route to certification.

Massachusetts Institute for New Teachers (MINT): The MINT program provides comprehensive training for new teachers through an accelerated, seven-week practical and theoretical program which involves daily teaching in summer school sessions with educational coursework in the afternoons. Candidates can reach Provisional with Advanced Standing certification by completing the seven-week training and the follow-up seminar and by presenting a final portfolio in December. The Department plans to expand the number of MINT sites from 5 (located in Boston, Lowell, Fall River, Springfield, and Shrewsbury) to 11 throughout the Commonwealth. There were 165 MINT participants in 2000. The Department plans to expand the total number of MINT participants to 400. A recent report on the MINT program, which shows high satisfaction of school principals with the MINT graduates they have hired, can be found at <http://www.doe.mass.edu/tqe/news00/mintreport.pdf>

Attracting Excellence to Teaching: This program, which began in 1995, is a loan reimbursement for high-achieving college graduates who are teaching full-time in urban districts within Massachusetts. Teachers receive up to \$1800 per year of loan reimbursement for four years. Priority funding is given to teachers in districts where at least 10 percent of students qualify for the federal free or reduced lunch program. The program served 700 teachers in the 1999-2000 school year.

Master Teachers/National Board Certification: There are 184 Board Certified Teachers in the Commonwealth, and an additional 270 teachers applied for national certification this year. In the coming year, as in the two previous, the Department of Education will subsidize a portion of the \$2300 application fee and will continue to offer support to National Board candidates through meetings and statewide seminars. All Master Teachers (National Board certified teachers who are mentors for new teachers) receive a \$5000/year bonus for up to 10 years. The Department is sponsoring Mentor Training Institutes for Master Teachers.

Tomorrow's Teachers Clubs: This program, which seeks to develop student interest in teaching, began in the fall of 1998. Currently, there are 86 Tomorrow's Teachers Clubs operating, with over 1000 students participating. Members actively participate in pre-teaching activities, such as tutoring, teacher shadowing, recruitment, and attending regular club meetings.

For more information on these and other Educator Quality initiatives in Massachusetts, please see <http://www.doe.mass.edu/tqe>

Massachusetts Educator Data

Age by Service Distribution of Massachusetts Teachers: 1999-2000

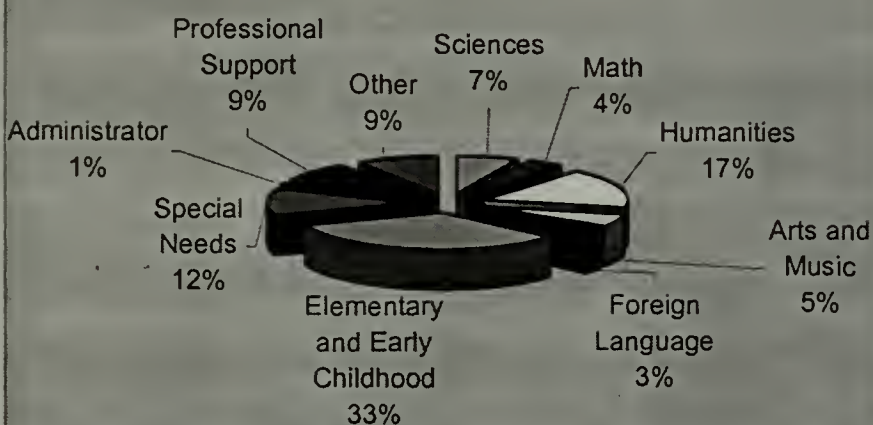
Source: Public Employee Retirement Administration Commission

Years of Service

Present Age	0-4	5-9	10-14	15-19	20-24	25-29	30+	Total
0-24	1923	2	0	0	0	0	0	1925
25-29	7623	1128	7	0	0	0	0	8758
30-34	4598	2776	656	10	0	0	0	8040
35-39	2640	1460	2162	430	9	0	0	6701
40-44	2784	1334	2013	1976	1056	9	2	9174
45-49	2694	1462	2096	1664	4818	4099	24	16,857
50-54	1571	963	1628	1024	1728	8164	5157	20,235
55-59	616	326	750	538	704	1681	6866	11,481
60-64	150	80	224	215	304	492	1963	3428
65+	30	26	80	60	96	131	348	771
Total	24,629	9557	9616	5917	8715	14,576	14,360	87,370

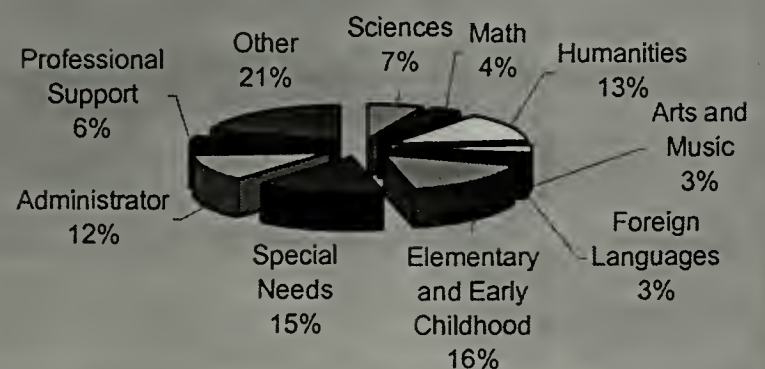
Initial Certificates Awarded in 2000

(n = 7429)

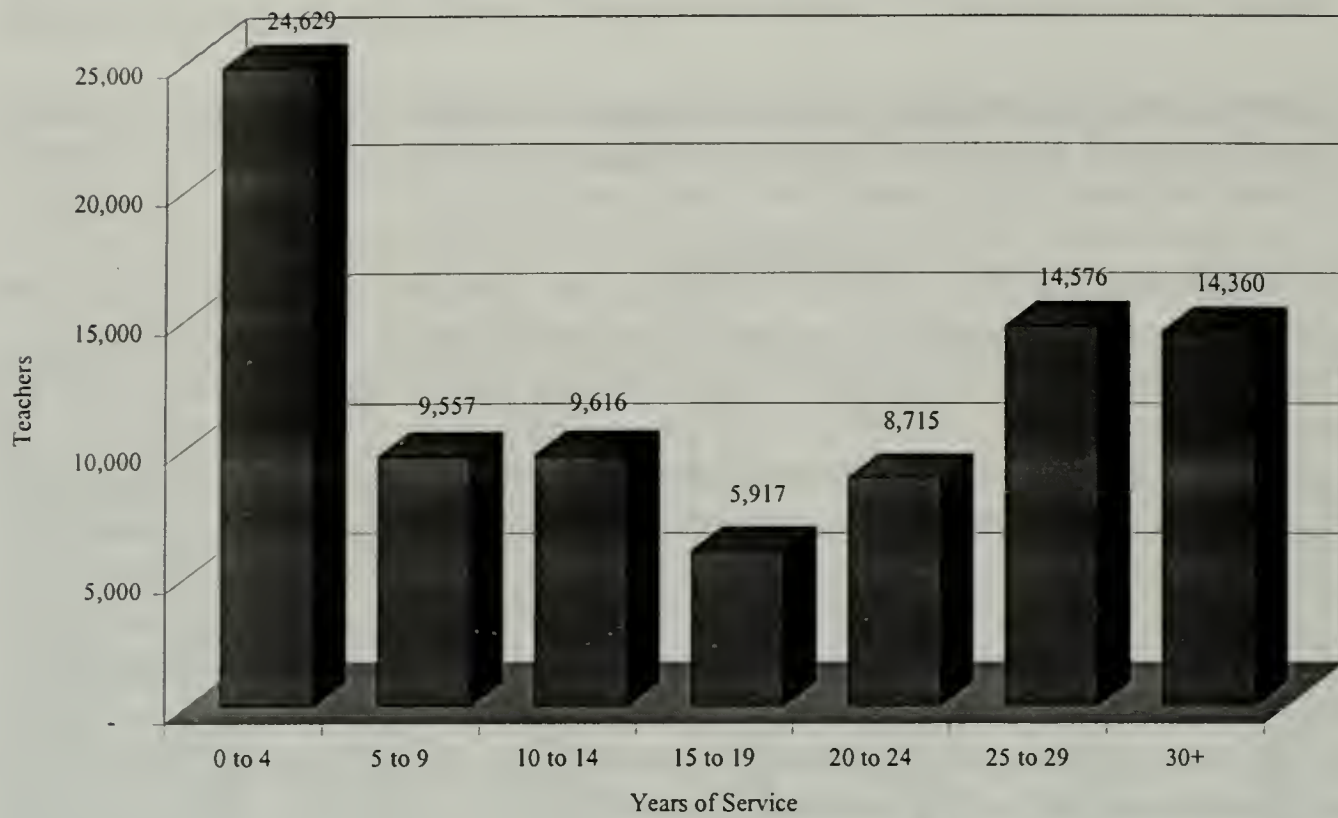


Additional Certificates Awarded in 2000

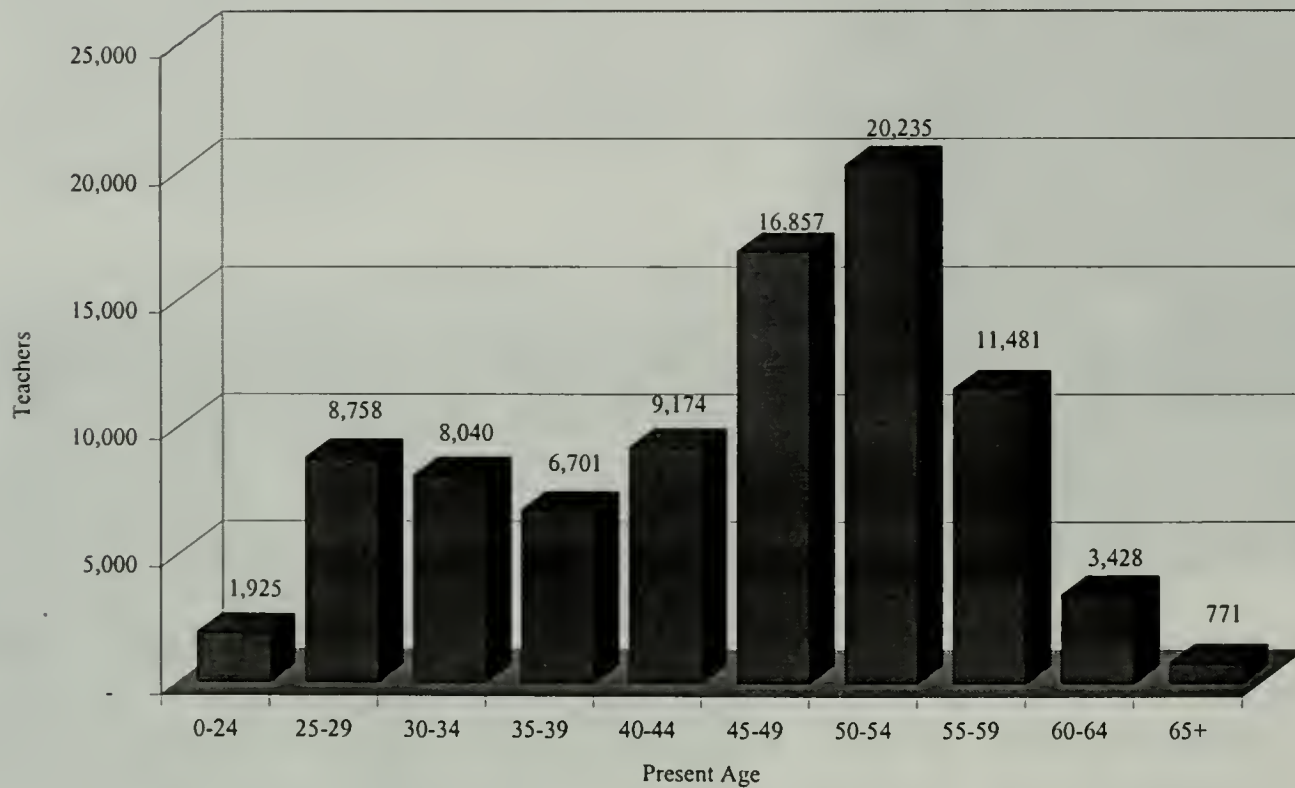
(n = 6403)



Experience of Massachusetts Teachers - 1999-2000

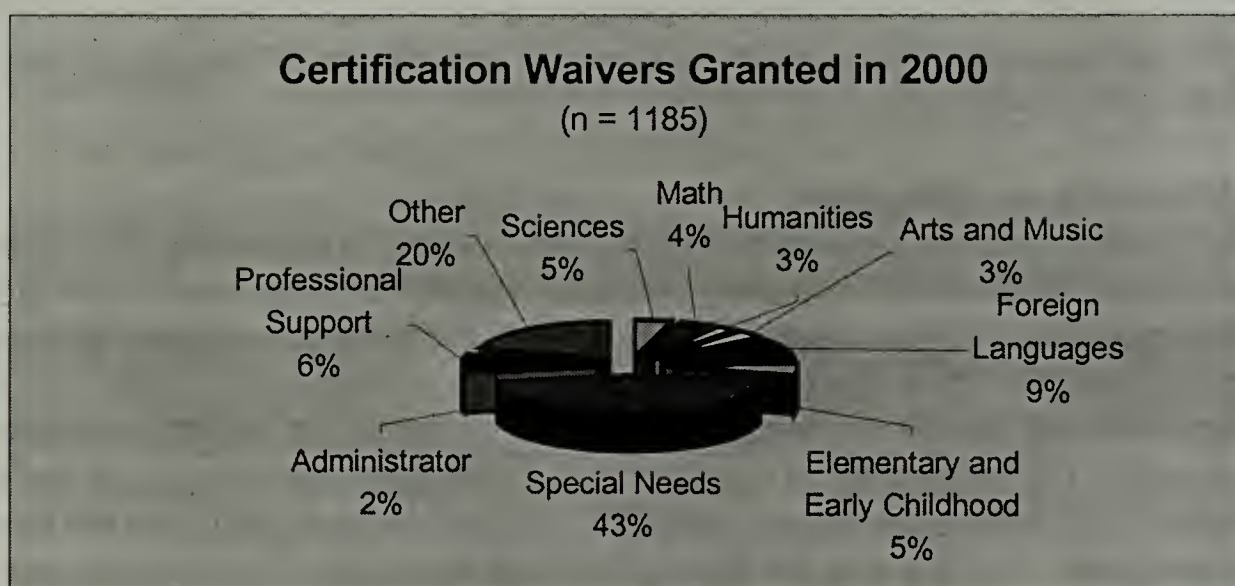


Age Distribution of Massachusetts Teachers - 1999-2000



**Massachusetts Educator Certification Tests
Cumulative Results for
September 1999 – August 2000**

Test Name	Number of Candidates Tested	% Passing
Communication and Literacy Skills (Took and Passed Both Parts)		
1998-1999	11,092	78.1
1999-2000	13,742	74.5
Reading Subtest (Only)		
1998-1999	11,348	85.5
1999-2000	14,441	84.6
Writing Subtest (Only)		
1998-1999	11,510	83.2
1999-2000	14,571	78.5
All Subject Tests (Only)		
1998-1999	8,935	75.3
1999-2000	10,568	73.2
Communication and Literacy Skills Test (Took and Passed All Three)		
1998-1999	7,033	70.1
1999-2000	6,710	67.0



Developing Leadership for Educational Excellence

The Board and the Department are committed to increasing the number and quality of candidates for both school and district leadership positions. Educational leaders clearly play a crucial role in raising student achievement. Across the country, states are exploring new ways to recruit, develop, and retain high quality educational leaders for our public schools.

Various studies warn that an impending shortage of educational leaders could pose serious problems for public schools. The demand for effective principals and superintendents will be great in the next few years as many present leaders are expected to retire. To promote discussion around educational leadership, the Board and Department sponsored two forums: *Effective Schools and Effective Leaders* in October 2000, and *Approaches to Leadership Development* in January 2001. Please see <http://www.doe.mass.edu/boe> for transcripts of these forums.

Administrator Training Institutes

During the summer of 2000, the Department sponsored three Administrator Training Institutes. The three-day Institutes provided an opportunity for district teams of administrators to develop a comprehensive plan to implement beginning teacher support programs in each district as well as to strengthen their supervisory and evaluative skills focusing on the needs of beginning teachers. A total of 24 district administrative teams participated in the training. The training included an in-district follow-up day with an Institute instructor, tailored to the needs of each district. The Department is committed to sponsoring additional Administrator Training Institutes in the future.

In 2000, the Department supported the third year of pilot projects to revise existing or develop new, innovative recruitment and preparation programs for administrators through partnerships among school districts and collaboratives or higher education institutions. Eleven innovative programs are currently funded through Goals 2000 Preservice Grants, bringing the total number of funded programs to 25. Several of the programs, in their second or third year of funding, have been reviewed by outside evaluators and show promise as dynamic, field-based preparation programs which enable future school leaders to develop the skills and knowledge needed to improve student achievement.

On-the-Job Mentoring for Principals

The Board and Department have demonstrated their commitment to mentoring programs for beginning administrators as well as beginning teachers. As part of the revision of the Educator Licensure and Preparation Program Approval Regulations, mentoring for all new administrators is required by the Standards for Induction Programs for Administrators (603 CMR 7.13). These regulations require school districts to provide an induction program for all administrators in their first year of practice. The assignment of a trained mentor administrator must be part of the induction program. Professional associations of administrators who also support the need for mentoring programs are working with the Department to help school districts implement this requirement to provide support for beginning administrators. The Department is currently developing guidelines to assist school districts in the implementation of induction programs.

Curriculum Framework Update

The Education Reform Act directs the Board to periodically review the curriculum frameworks in order to “update, improve, or refine” them. During 2000, the following three curriculum frameworks were reviewed and revised:

Mathematics: The Board approved the revised Mathematics curriculum framework in July 2000. The revised framework organizes the learning standards by two-year gradespans or for single-year courses (Algebra I, Geometry, Algebra II, Precalculus.)

English Language Arts: The Board approved the revised English Language Arts curriculum framework in November 2000. The revised framework clarifies the standards and provides more guidance on the standards for each grade cluster. The Grade 9-10 Standards have been maintained in order to keep expectations consistent for the Grade 10 English Language Arts assessment.

Science and Technology/Engineering: The Board approved the revised Science and Technology/Engineering framework in December 2000. The revised framework clarifies the learning standards and includes standards for comprehensive, first year, full year high school courses in each of the four science domains (biology, chemistry, physics, and earth science) as well as standards for technology/engineering.

All curriculum frameworks are available on the Department’s website at <http://www.doe.mass.edu/frameworks/>

Board of Education Highlights January 2000 – December 2000

Following is a month by month summary of Board of Education votes:

January 2000

- Adopted a regulation setting the standard for the Competency Determination at 220 on both the English language arts and the mathematics grade 10 MCAS tests.
- Renewed the charters for the City on a Hill (Boston) and South Shore (Hull) Charter Schools for the five-year period from July 1, 2000 through June 30, 2005.

February 2000

- Approved the *Board of Education Goals and Strategies*. With the overarching goal of “Raising Student Achievement,” the Board has set “Creating Conditions for Effective Schools” and “Accountability for Results” as two main priorities which help organize the Board’s work on policy initiatives.
- Renewed the charter for the Atlantis Charter School (Fall River) and granted a new Horace Mann Charter to the New Bedford Global Learning Center (New Bedford).
- Approved a capital expenditure supplemental budget request for FY 2001, which includes several capital projects relating to information technology.

March 2000

- Approved amendments to the Special Education Regulations, which take effect on September 1, 2000.
- Approved the regulations outlining the standards for the Certificate of Mastery. The Certificate of Mastery recognizes the accomplishments of Massachusetts high school students who achieve a high level of academic performance.
- Approved the amendment to the Student Assignment Plan presented by the Boston Public Schools. The amended assignment plan is intended to maximize access to choice, support diversity, and promote quality education for all students in Boston.

April 2000

- Adopted amendments to the Regulations on Access to Equal Educational Opportunity.

May 2000

- Adopted regulations to implement a diagnostic assessment of mathematics teachers in middle and high schools with greater than 30% failure rates on the MCAS mathematics test.
- Renewed the charter for the Martha’s Vineyard Charter School (Martha’s Vineyard).

June 2000

- Adopted the District Performance Standards, which are the foundation of the District Performance Evaluation Process under the School and District Accountability System.
- Adopted amendments to the School Building Assistance Regulations.

July 2000

- Approved the revised mathematics curriculum framework.
- Approved the appointment of Wilfredo Laboy as the Superintendent of Lawrence Public Schools.

October 2000

- Approved five legislative initiatives to file or support.
- Renewed the charter for the Pioneer Valley Performing Arts Charter High School (Hadley).
- Approved appointments of 114 people to serve on the Board's 16 advisory councils.

November 2000

- Approved the Board's FY 2002 education budget request.
- Approved the revised English language arts curriculum framework.
- Adopted the Educator Licensure and Preparation Program Approval Regulations.
- Renewed the charter for the Chelmsford Murdoch Middle Charter School (Chelmsford).

December 2000

- Finalized amendments to the Special Education Regulations.
- Approved the revised science and technology/engineering curriculum framework.
- Adopted amendments to the School Building Assistant Regulations.
- Amended the Charter School Regulations.

Please see <http://www.doe.mass.edu/boe> to find "Board in Brief" which is issued monthly at the request of the Commissioner to provide a summary of Board of Education matters. Board meeting minutes are also published on this page each month.

2000 Board-Sponsored Forums

The Board and the Department of Education began a series of public forums on education reform for Board members, Department staff, educators, and others. During 2000, two forums were held:

Effective Schools and Effective Leaders in Urban Districts, October 17, 2000

This forum brought together urban school principals to discuss the common characteristics of effective school leaders and the ways in which school leaders can create the necessary environment to achieve success. Panelists included:

- Gregory Hodge, Principal, Frederick Douglass Academy (grades 7-12) New York, NY
- Nancy Ichinaga, former Principal, Bennett-Kew Elementary School (grades K-5) Inglewood, CA
- David Levin, Principal, KIPP Academy (grades 5-8) Bronx, NY
- Kim Marshall, Principal, Mather Elementary School (grades K-5) Boston, MA

School Interventions and Turnaround Strategies, November 14, 2000

This forum included state and local officials who have experience in school and district takeovers and policy analysts who have studied the effects of state interventions in public schools in recent years. Panelists included:

- Leo Klagholz, former Commissioner, New Jersey Department of Education
- Thomas Payzant, Superintendent, Boston Public Schools
- William Slotnik, Executive Director, Community Training and Assistance Center, Boston
- Todd Ziebarth, Policy Analyst, Education Commission of the States, Denver

Please see <http://doe.mass.edu/boe> for transcripts of these forums. Videotapes of the forums are also available through Joseph Goldsberry at jgoldsberry@doe.mass.edu

2000 Legislative Update

Following is a summary of major education legislation enacted in 2000, with a brief description of the major components of the legislation:

Charter School Legislation: Chapter 227 of the Acts of 2000

- Increases the number of public school charters available in Massachusetts from 50 to 130. Seventy-two of these charters must be Commonwealth charters, and fifty-eight must be Horace Mann Charters. Both types of charters may be awarded at a rate of no more than seven charters for each category per year. At least three of the new charters awarded by the Board of Education in any year must be for charter schools located in districts where student performance on the MCAS is at or below the state average. Additionally, the Board may grant each year up to four Commonwealth charters, above the seven that may be granted each year, to establish alternative education programs for disruptive students.
- Requires a charter school to recognize an employee organization as the exclusive bargaining representative of all employees when designated by the authorization cards of 60 percent of its employees.
- Requires teachers hired by Commonwealth charter schools after August 10, 2000 to be certified or to pass the Massachusetts Educator Certification Test.

Charter school regulations and other materials can be found at the Department's charter school website: <http://www.doe.mass.edu/cs.www/default.html>

School Building Assistance: In July, Governor Cellucci signed into law the most far-reaching changes since School Building Assistance was enacted in 1948 (St. 2000, c. 159, § 140). The Board approved companion revisions to the School Building Assistance program regulations in December 2000. The old, fixed reimbursement rates have been eliminated. New reimbursement rates established for each town are based on equalized property valuations, per capita income, and the percentage of low-income students in the district. These rates will be updated annually. The new statute, regulations, and other related materials can be found at the Department's school finance website: <http://finance1.doe.mass.edu/>

Special Education: Twice during 2000 the Board of Education revised the state special education regulations. First, in the spring of 2000, the Board passed major revisions to the regulations reducing duplication with federal requirements and reducing the amount of state regulations in this complex field. Then, in the summer of 2000, Governor Cellucci signed into law additional changes to the state special education statute relating to certain specifics in the regulations, and, among other changes, changes to the financing of special education, the role of parents, the role of the Team in the special education placement process, and program and safety requirements for approved special education schools. By December 2000 the Board of Education had approved all required changes to the special education regulations as a result of the statutory changes. Advisories related to these changes and the regulations for special education can be found at the Department's special education website: <http://www.doe.mass.edu/sped/>

Teacher Certification Statutory Changes: Chapter 264 of the Acts of 2000

- **An Act Relative to Teacher Certification:** The provisional with advanced standing educator certificate is valid for five years of employment as an educator in the schools of the Commonwealth and may be renewed for an additional five years of employment in accordance with regulations adopted by the Board.
- **An Act Providing for the Temporary Certification of Teachers:** This Act allows the Commissioner of Education to issue a temporary, nonrenewable, one-year certificate to a person who holds a valid teaching certificate from another state and who has been employed under the certificate for a minimum of three years but has not satisfied the certification testing requirements.

Early Retirement: Chapter 114 of the Acts of 2000

An Act Improving Teacher Recruitment, Retention, and Retirement: This Act provides an alternative superannuation plan for teachers in the Massachusetts Teachers' Retirement System and teachers employed by the City of Boston, available beginning July 1, 2001. These teachers may contribute an additional 2% of their regular compensation for every year of creditable service, beginning at the completion of the 25th year, up to a maximum of 80%. Under this plan, participating teachers would typically reach the 80% ceiling 3-4 years earlier than under the current superannuation formula. However, participants may not retire under the proposed plan until the completion of the 30th year of aggregate service. Participants are also required to complete 20 years of service as a teacher. This plan is optional for all teachers employed prior to 7/1/01, and is mandatory for teachers hired on or after 7/1/01.

On November 1, 2000, the Board of Education filed 4 pieces of legislation for the 2001-2002 legislative session:

1. **Reconstitution of schools.** This legislation would permit a school committee to establish standards for school performance that are at least as rigorous as the standards established by the Board of Education, and would authorize the superintendent to declare a school to be under-performing based upon such standards, and to reconstitute the school. Reconstitution means the superintendent may: (a) dismiss the principal and hire a new principal for the school, with extraordinary powers including the power to dismiss any teacher or other employee for cause, notwithstanding certain other laws; (b) dismiss all of the school's staff and declare the school to be a Horace Mann charter school, with personnel to be hired by a board of trustees; or (c) dismiss the principal and contract with an educational management entity to manage the school, with authority to retain or dismiss staff.
2. **Certification/licensure of educators.** The current certification statute, G.L. c. 71, § 38G, uses the terms "provisional," "provisional with advanced standing" and "standard" to refer to the three stages of certification. These terms have caused confusion, which has been addressed through the amendments to the Educator Licensure and Preparation Program Approval Regulations adopted by the Board in November 2000. This bill amends the certification statute to update and clarify the terms for the three stages,

changing them to “provisional” (which would be valid for two years of employment as an educator), “initial” (which would be valid for five years of employment, and renewable for one additional five year term) and “professional” (which would be valid for renewable five year terms).

3. **Special education reimbursement program effective date.** An outside section of the FY 2001 budget (St. 2000, c. 159, § 171) created a special education reimbursement program sometimes referred to as the “circuit-breaker” program. This program will reimburse municipalities for some of the costs associated with providing special education services to students, when those costs exceed a certain amount. The law takes effect on July 1, 2002. Because this law will provide significant fiscal relief to school districts that are coping with the high cost of special education, and because the Department of Education can gear up to implement the new program ahead of schedule, the Board of Education wishes to make the reimbursement program effective on January 1, 2002.
4. **Regional school districts – fiscal safeguards.** This legislation strengthens the safeguards relating to regional school district finance. Specifically, the amendments would impose certain requirements on the treasurer and assistant treasurer of a regional school district, and require the regional district school committee to contract annually for a financial audit by an independent certified public accountant. These fiscal safeguards are necessary in light of a serious and costly situation that arose in a regional school district.

What to Expect in 2001

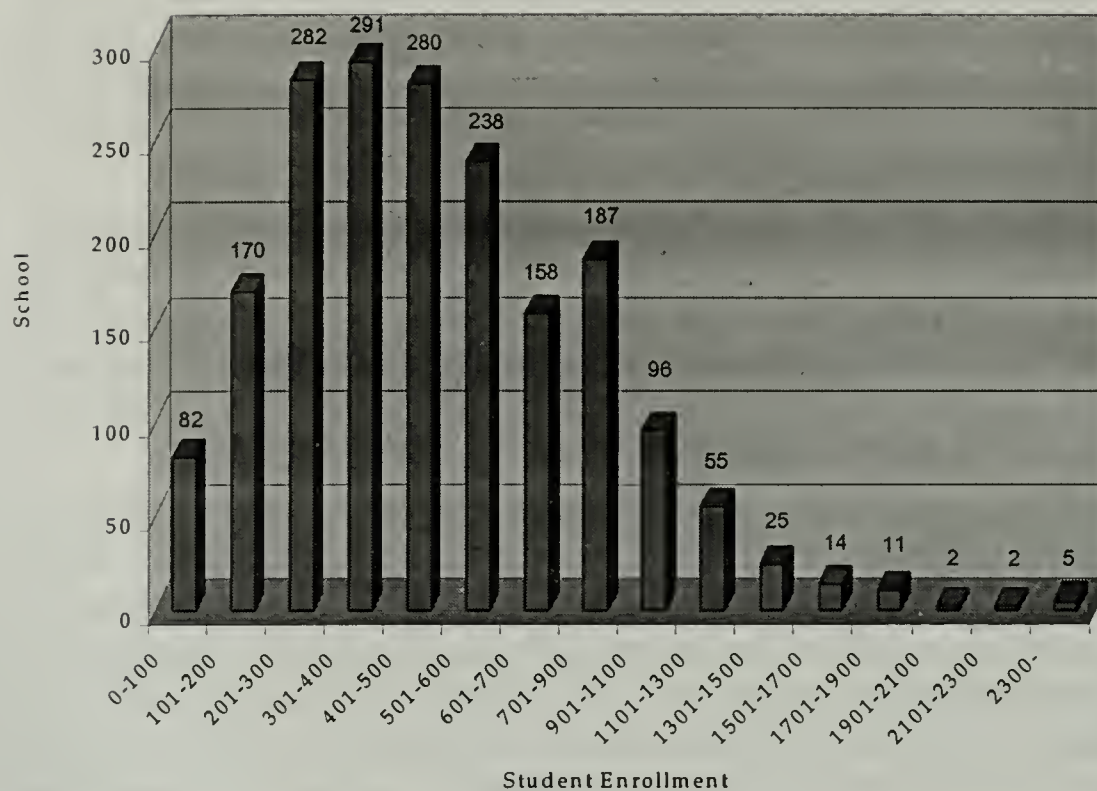
The Board of Education is expected to take action on a number of initiatives during 2001, including:

- **History and Social Science Curriculum Framework:** The history and social science curriculum framework will be revised and updated, as required by statute. A committee began working on the revision of the 1997 history and social science curriculum framework in November 2000.
- **Competency Determination Implementation Plan:** The Competency Determination Implementation Plan will provide more details about issues related to the Competency Determination Regulation approved by the Board in January 2000. This plan will include re-test opportunities for students, Alternative MCAS for students with disabilities, appeals and accommodations for all students, and related issues.
- **Certificate of Occupational Proficiency:** The Certificate of Occupational Proficiency is one of three state certificates for students that are authorized under the Education Reform Act (together with the Competency Determination and Certificate of Mastery). The Certificate of Occupational Proficiency will be awarded to students who have acquired the Competency Determination and who have demonstrated mastery of skills, competencies, and knowledge in one of four trades or professional skill areas: automotive technology, culinary arts, horticulture, or cosmetology.
- **Under-performing Schools' Improvement Plans:** A school which has been declared "under-performing" by the Commissioner is required to submit an improvement plan to the Board of Education for action. During 2001, the Board will review plans from two middle schools, the Lynch School in Holyoke and the Arlington School in Lawrence. Upon approval of the plan, a school will have 24 months to implement the plan and demonstrate progress toward improving student performance.
- **Diagnostic Testing of Certain Mathematics Teachers:** In May 2000, the Board adopted regulations to implement a diagnostic assessment of mathematics teachers in middle and high schools with greater than 30% failure rates on the MCAS mathematics test. ALEKS (Assessment and Learning in Knowledge Spaces) Corporation has been selected to conduct the diagnostic assessments. ALEKS is a web-based interactive software system for assessment and learning. Pilot testing will begin in early 2001, after contract negotiations are completed.
- **Regulations on Special Education Reimbursement Program:** The Board will promulgate regulations on the "circuit breaker" program during 2001, with the intent of making the reimbursement program effective on January 1, 2002. This program will reimburse municipalities for some of the costs associated with providing special education services to students, when those costs exceed a certain amount.

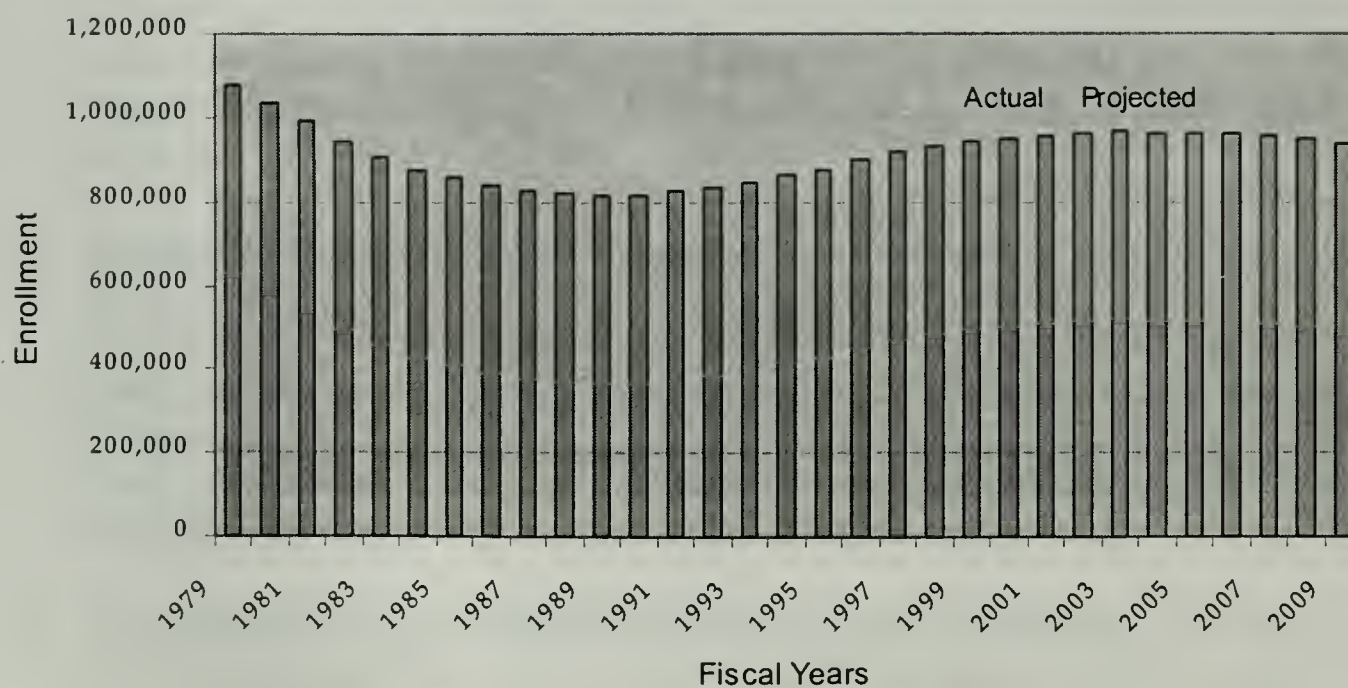
- **Charter Schools:** In 2001, the Board will consider awarding new charters for 17 applicants. In addition, the Board will vote on the renewal of the charters of the Somerville Charter School, the Seven Hills Charter School, and the Benjamin Banneker Charter School. The Board will also consider Federal Dissemination grants and twelve management contracts during 2001.

Massachusetts Education Demographics

Massachusetts Schools by Size - 1999

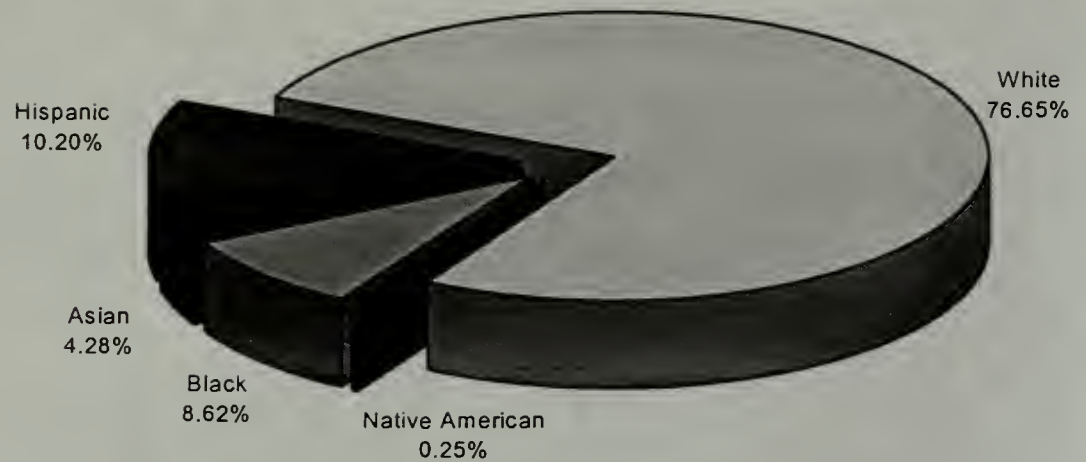


Massachusetts Public School Enrollment - FY1979 to FY2009

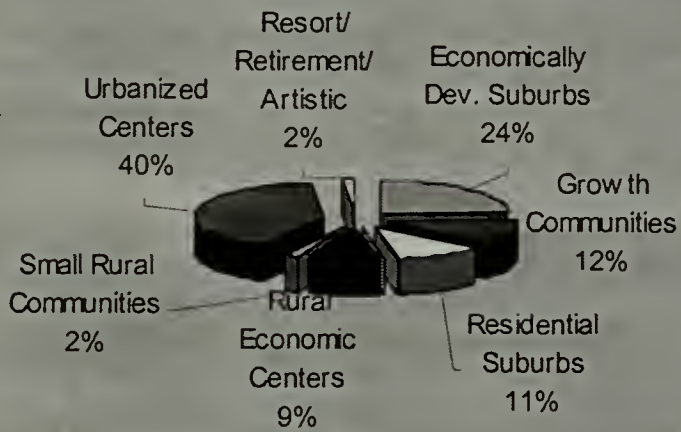


The enrollment projections were developed by the Massachusetts Institute for Social and Economic Research (MISER), an interdisciplinary research institute of the College of Social and Behavioral Sciences at the University of Massachusetts at Amherst.

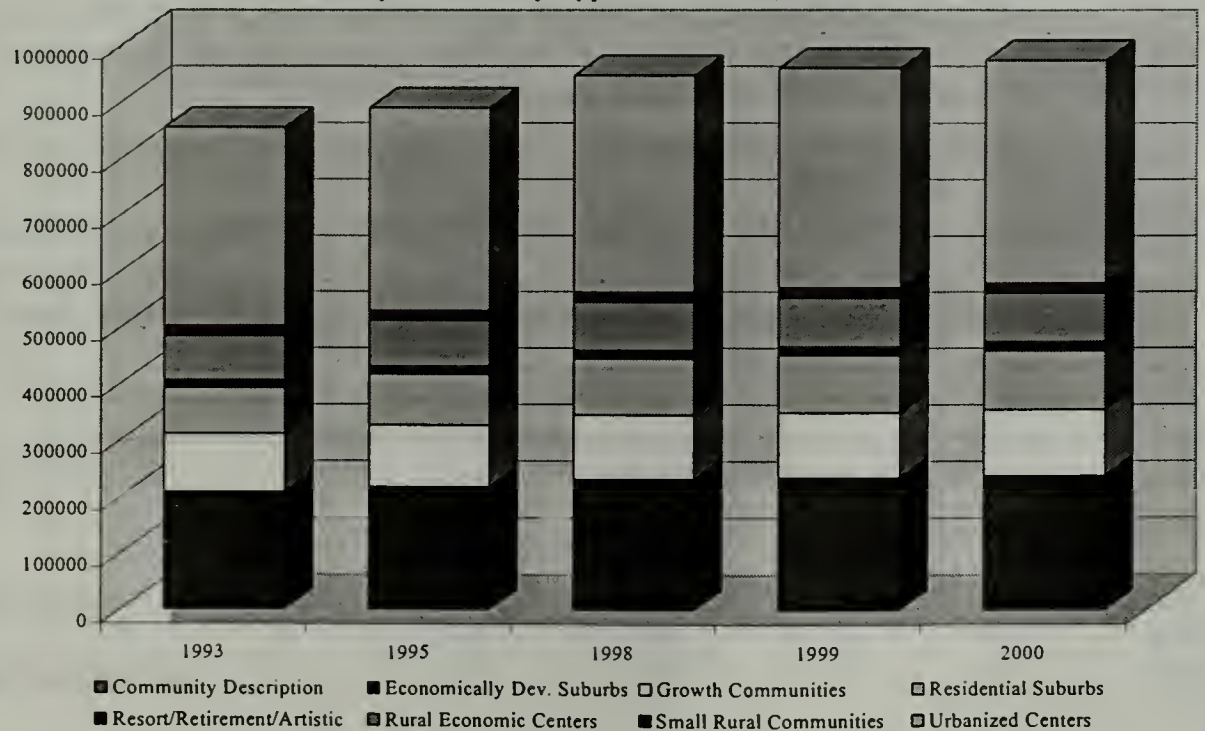
Enrollment by Race - 1999



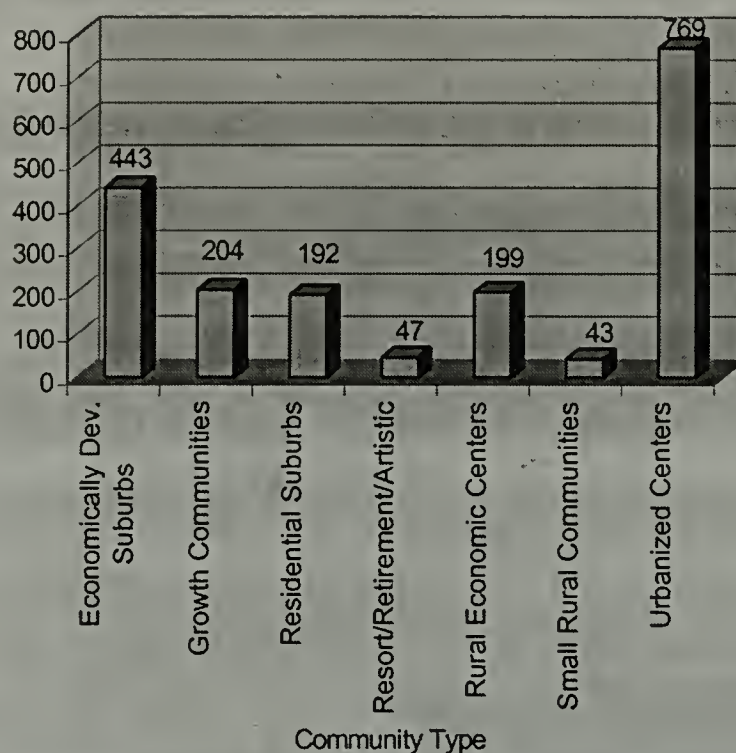
Enrollment by Community Type - 2000



Enrollment by Community Type - 1993, 1995, 1998, 1999, 2000



Number of Schools by Community Type - 1999



Community Types: The Kinds of Communities Working Group grouped cities and towns sharing similar characteristics. They are:

Economically Developed Suburbs: Suburbs with high levels of economic activity, social complexity, and relatively high income levels.

Growth Communities: Rapidly expanding communities in transition.

Residential Suburbs: Affluent communities with low levels of economic activity.

Rural Economic Centers: Historic manufacturing and commercial communities with moderate levels of economic activity.

Small Rural Communities: Small towns, sparsely populated, economically undeveloped.

Resort/Retirement/Artistic: Communities with high property values, relatively low income levels, and enclaves of retirees, artists, vacationers, and academicians.

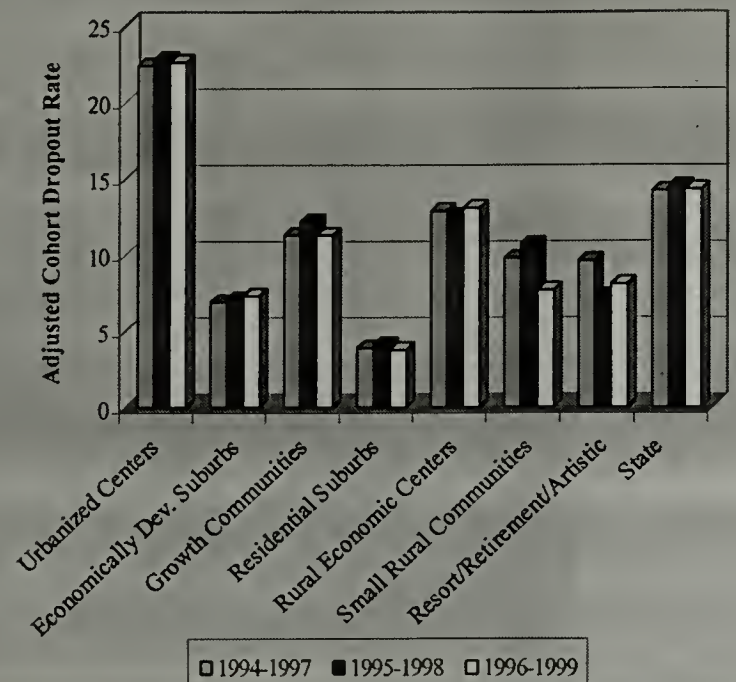
Urbanized Centers: Manufacturing and commercial centers, densely populated, and culturally diverse.

Cohort Adjusted Dropout Rate: The number of students who dropped out over a period of four years for a "class" of students (such as the class of 1997) less the number of returned dropouts, divided by the number of graduates for that class plus the number of adjusted dropouts.

For instance for class of 1997 (1994-97): Took the 9th grade adjusted dropouts of 1994, 10th grade adjusted dropouts of 1995, 11th grade adjusted dropouts of 1996 and 12th grade adjusted dropouts of 1997, added them together. Took the total number of graduates from 1997 and added the total of the adjusted dropout over the four years. Then divide the total four-year adjusted dropout number and divided it by the number of graduates plus the total number of adjusted dropouts. Then multiplied the resulting number by 100.

Performed this for each kind of community and at the state level and for each cohort.

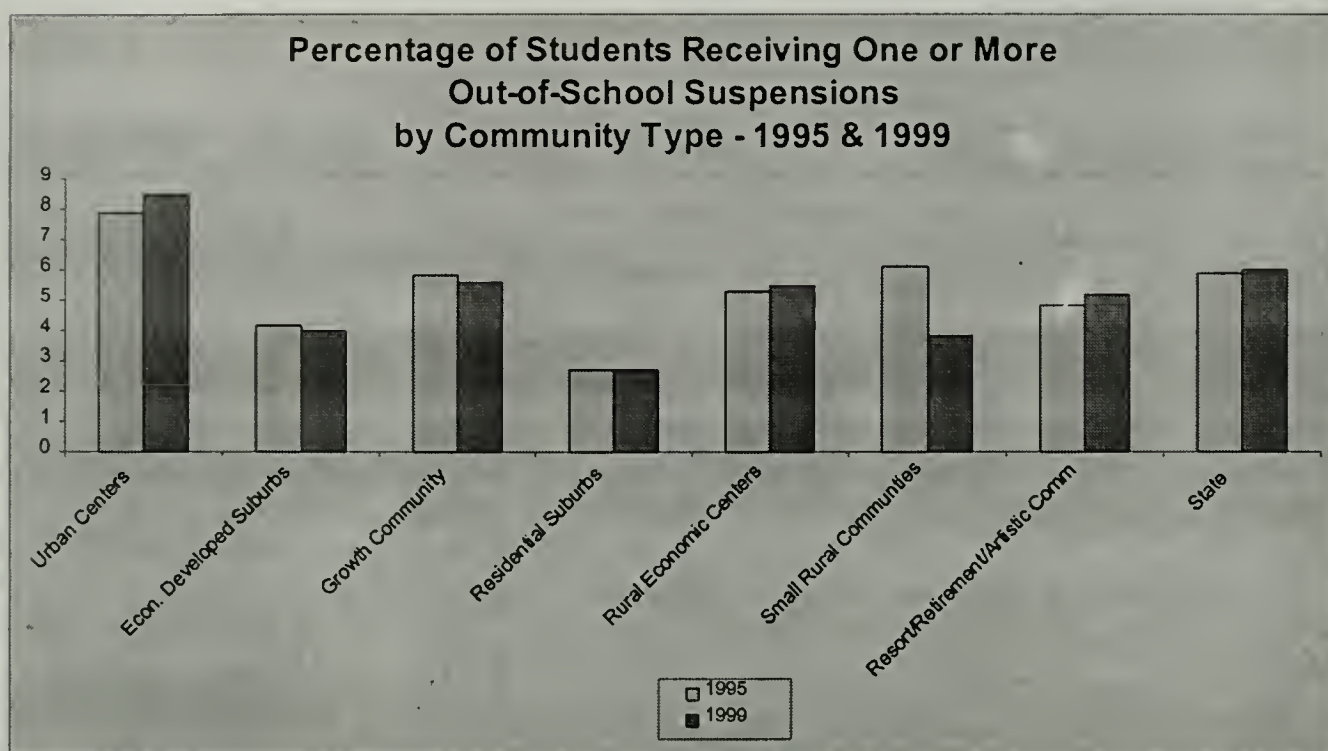
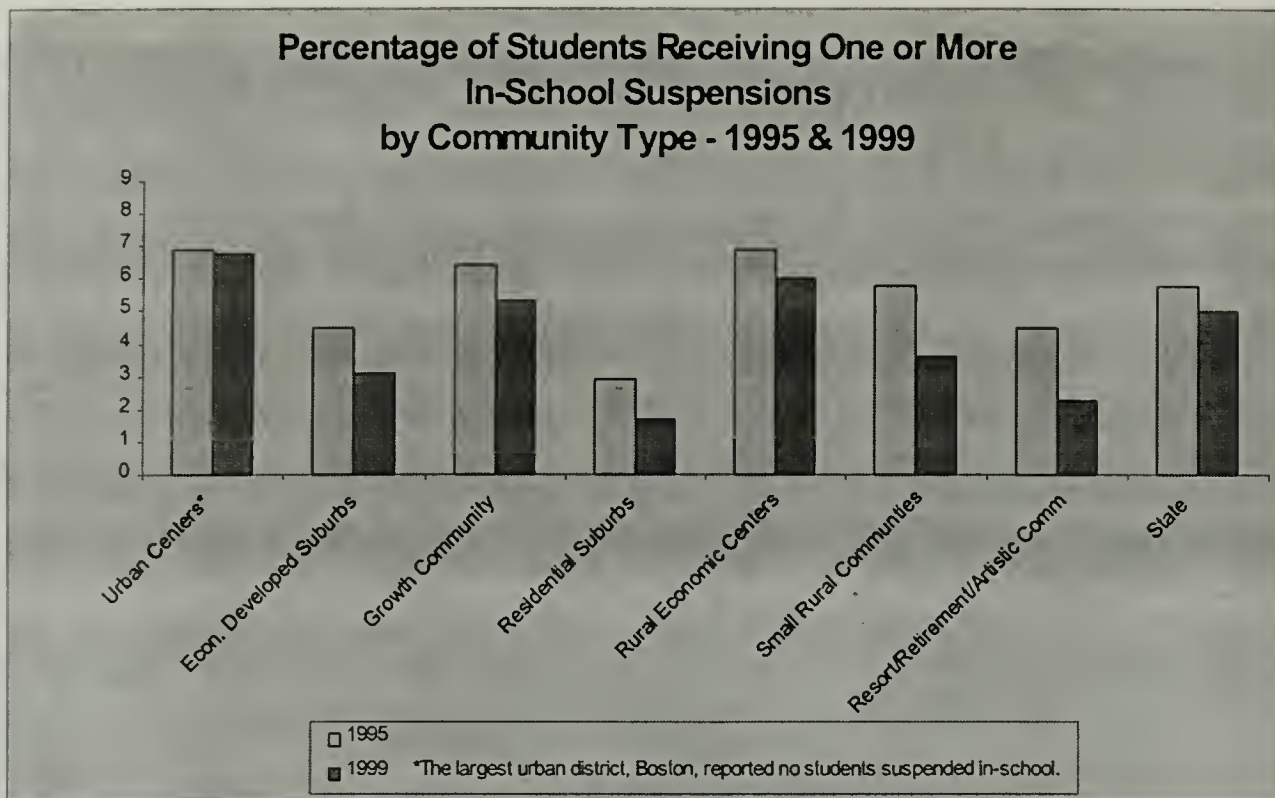
Cohort Adjusted Dropout Rates by Community Type

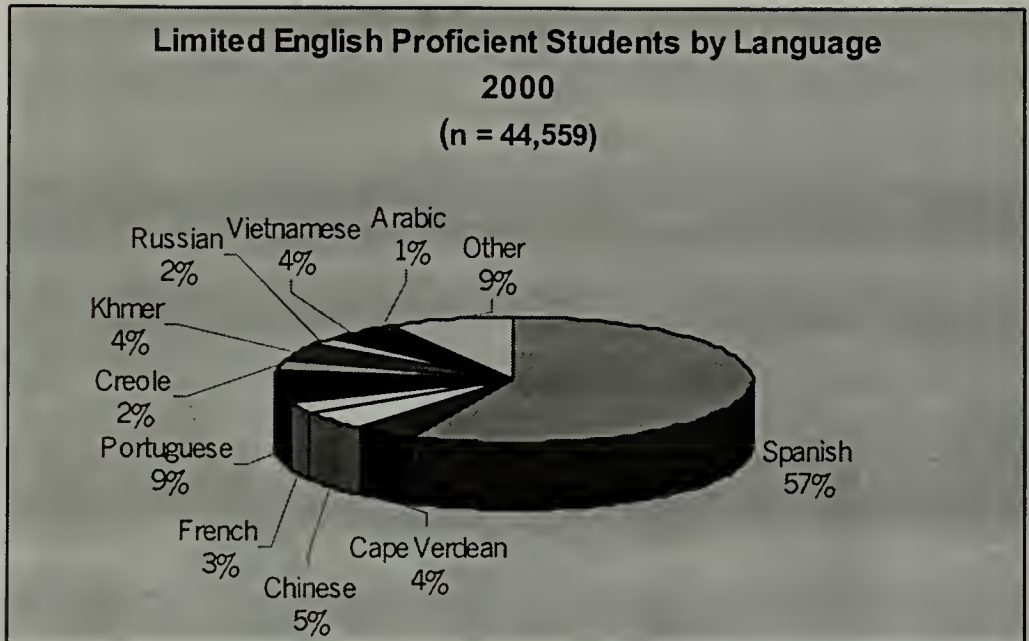


Annual Dropout Rates: 1995-1999

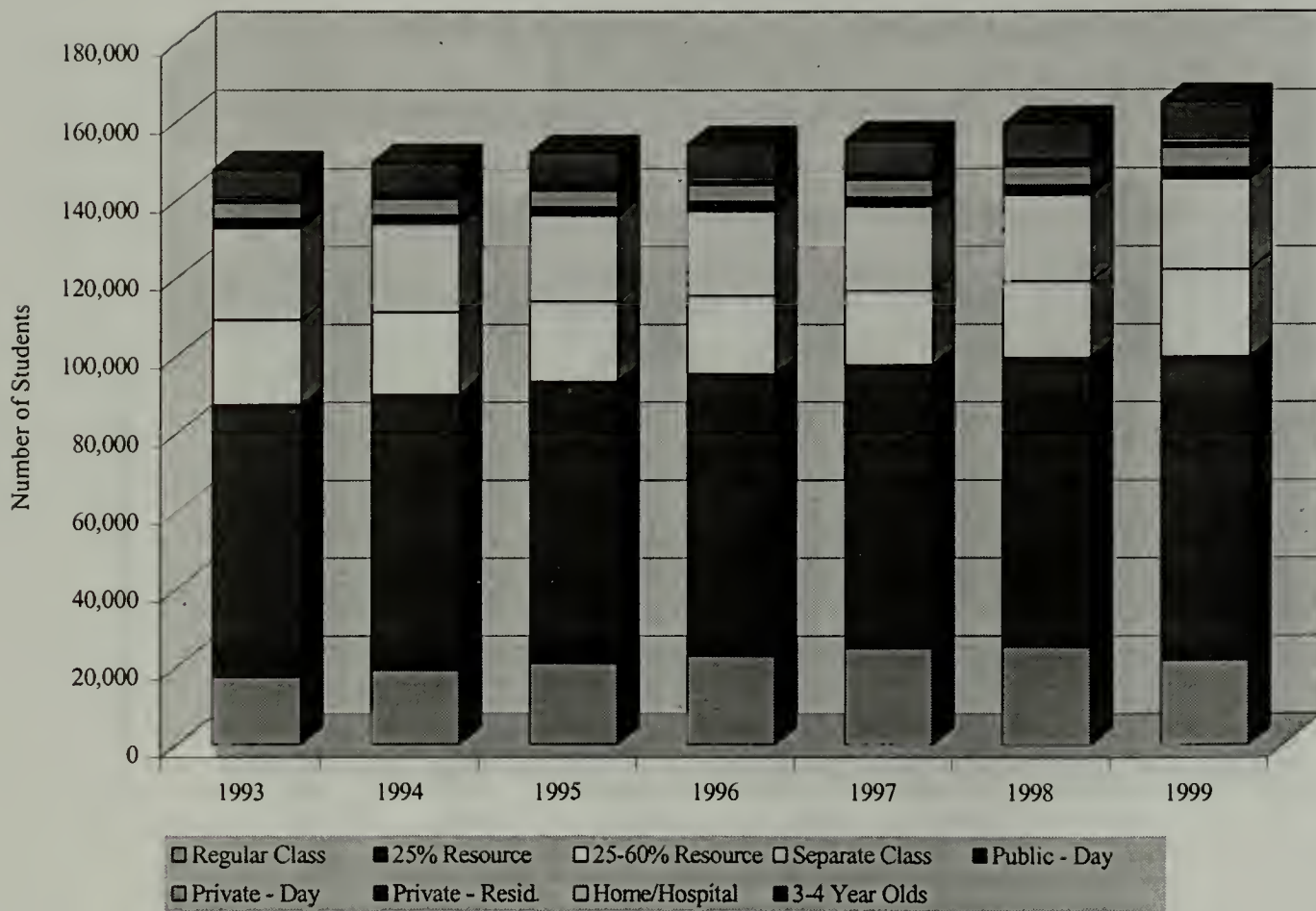
	1994-95	1995-96	1996-97	1997-98	1998-99
Total Dropout Rate, Grade 9-12	3.6%	3.4%	3.4%	3.4%	3.6%
Total Number of Dropouts	8,396	8,177	8,453	8,582	9,188
Grade 9-12 Enrollment	234,608	240,347	246,757	252,633	258,026
Grade					
Grade 9	3.1%	2.8%	2.8%	2.7%	3.1%
Grade 10	3.7%	3.7%	3.8%	3.6%	3.8%
Grade 11	4.5%	3.9%	4.0%	4.2%	4.3%
Grade 12	3.1%	3.3%	3.2%	3.3%	3.1%
Gender					
Male	4.1%	3.9%	3.9%	3.9%	4.0%
Female	3.0%	2.9%	3.0%	2.9%	3.1%
Race/Ethnic Group					
African-American	7.3%	5.9%	5.6%	6.1%	6.7%
Asian	3.0%	2.3%	2.7%	3.5%	3.6%
Hispanic	9.3%	7.9%	8.2%	8.2%	9.8%
Native American	5.2%	4.5%	6.0%	5.3%	4.0%
White	2.6%	2.7%	2.7%	2.6%	2.5%
Vocational-Technical Schools*	4.0%	3.4%	3.2%	2.9%	2.9%
City/Town	11.1%	5.7%	6.1%	5.1%	4.9%
Regional/County/Independent	2.5%	2.9%	2.6%	2.5%	2.4%

* Figures do not include vocational-technical students enrolled in comprehensive high schools





Massachusetts Special Education Students 1993 - 1999

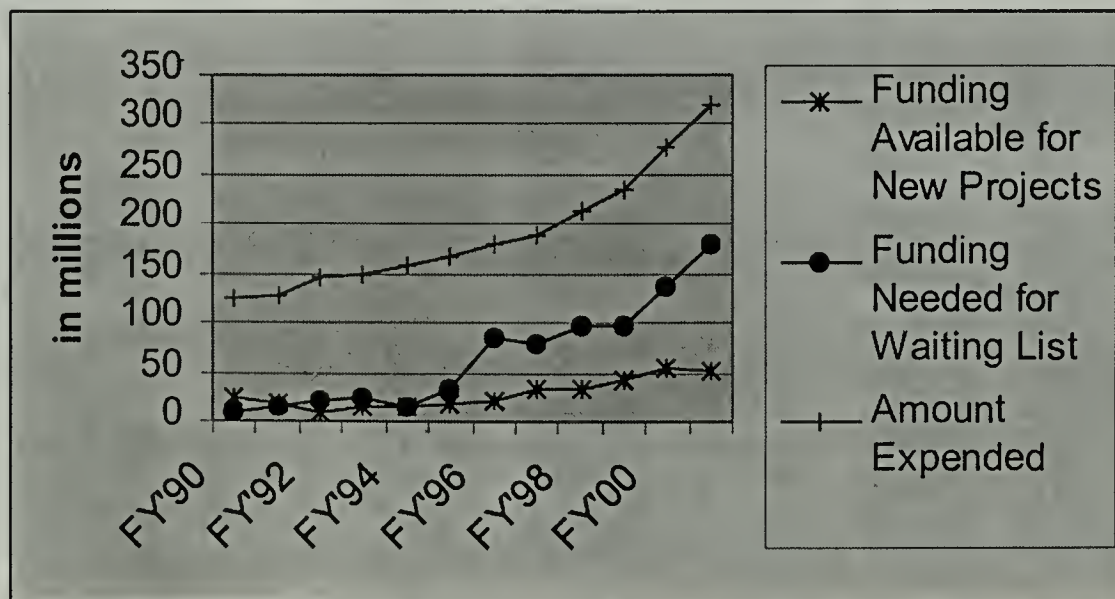


School Building Assistance Program Data

FY'90-FY'01

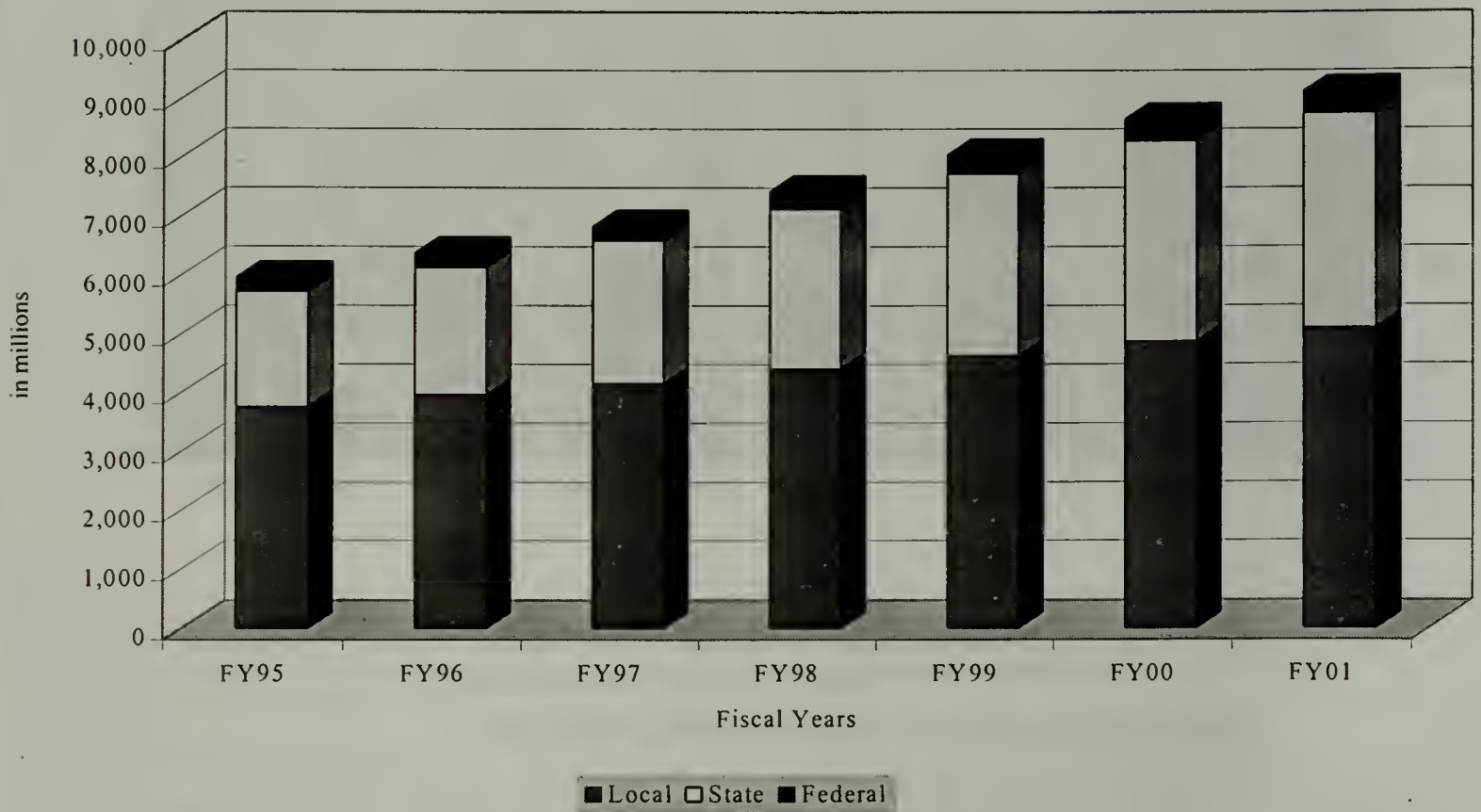
Year	Projects on File	Projects Approved	Projects Waiting	Funding Needed for All Projects	Funding Available for New Projects	Funding Needed for Waiting List	Amount Expended
FY'90	57	44	13	\$33.0M	\$25.0M	\$8.0M	\$125.5M
FY'91	64	26	38	\$32.0M	\$17.6M	\$14.4M	\$128.3M
FY'92	61	13	48	\$31.0M	\$8.9M	\$22.1M	\$144.9M
FY'93	81	27	54	\$39.0M	\$15.5M	\$23.5M	\$148.1M
FY'94	69	41	28	\$31.0M	\$15.5M	\$15.5M	\$157.7M
FY'95	74	26	48	\$50.6M	\$17.0M	\$33.6M	\$166.5M
FY'96	142	35	107	\$105.7M	\$20.6M	\$85.1M	\$180.1M
FY'97	177	45	132	\$112.0M	\$33.0M	\$79.0M	\$188.1M
FY'98	181	59	122	\$130.5M	\$34.0M	\$96.5M	\$212.5M
FY'99	184	58	126	\$140.5M	\$44.0M	\$96.5M	\$233.1M
FY'00	203	65	138	\$188.9M	\$53.4M	\$135.5M	\$276.0M
FY'01	228	46	182	\$231.2M	\$51.1M	\$180.1M	\$318.6M

School Building Assistance Program Activity
FY'90-FY'01

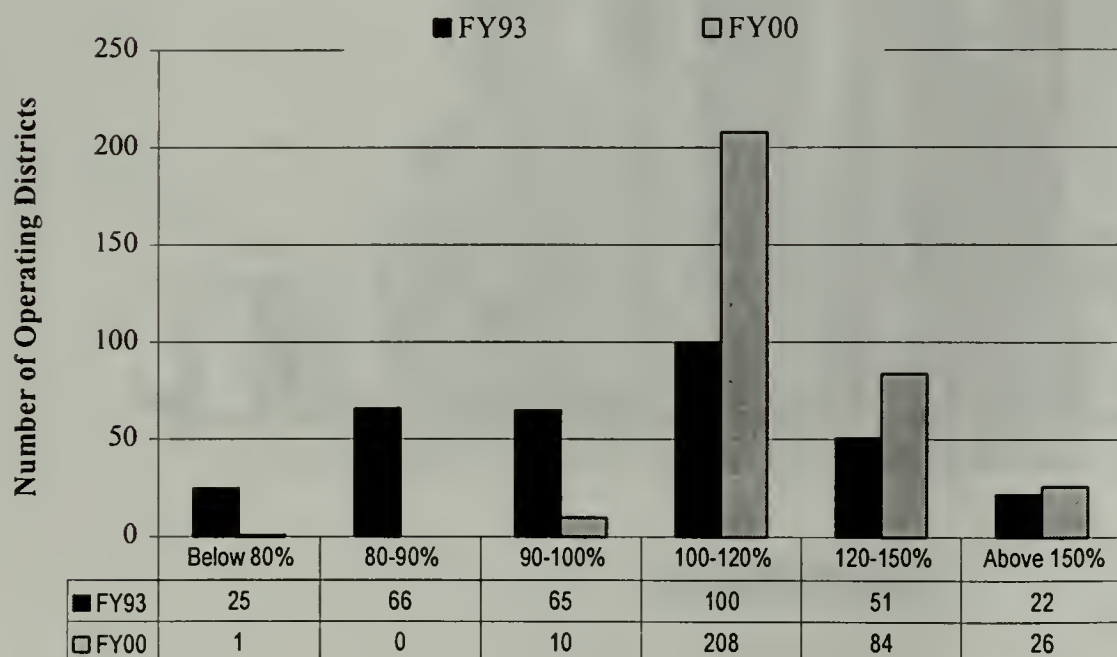


Financial Data

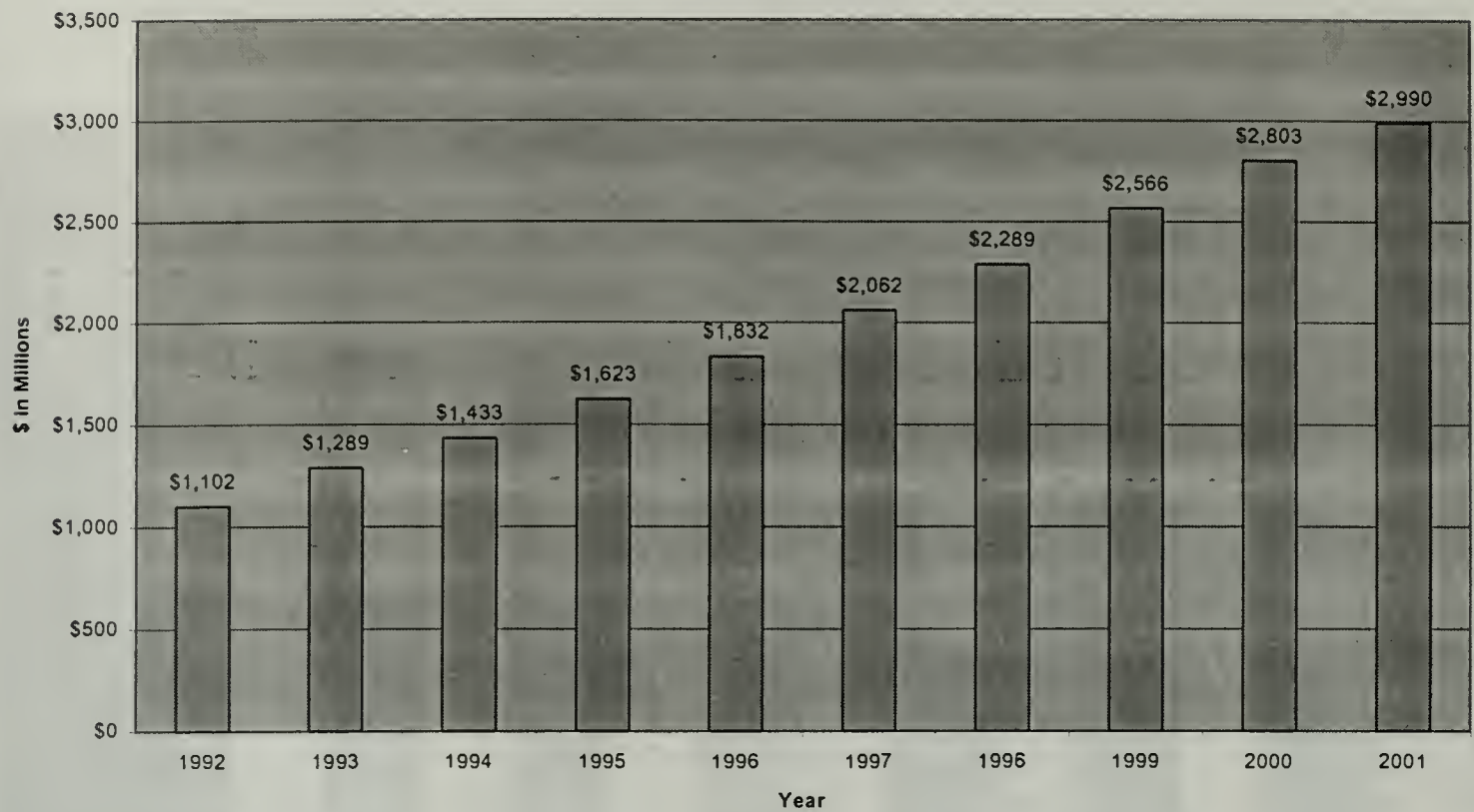
Massachusetts Education Spending by Revenue Source - FY1995-FY2001
(FY00 and FY01 are preliminary)



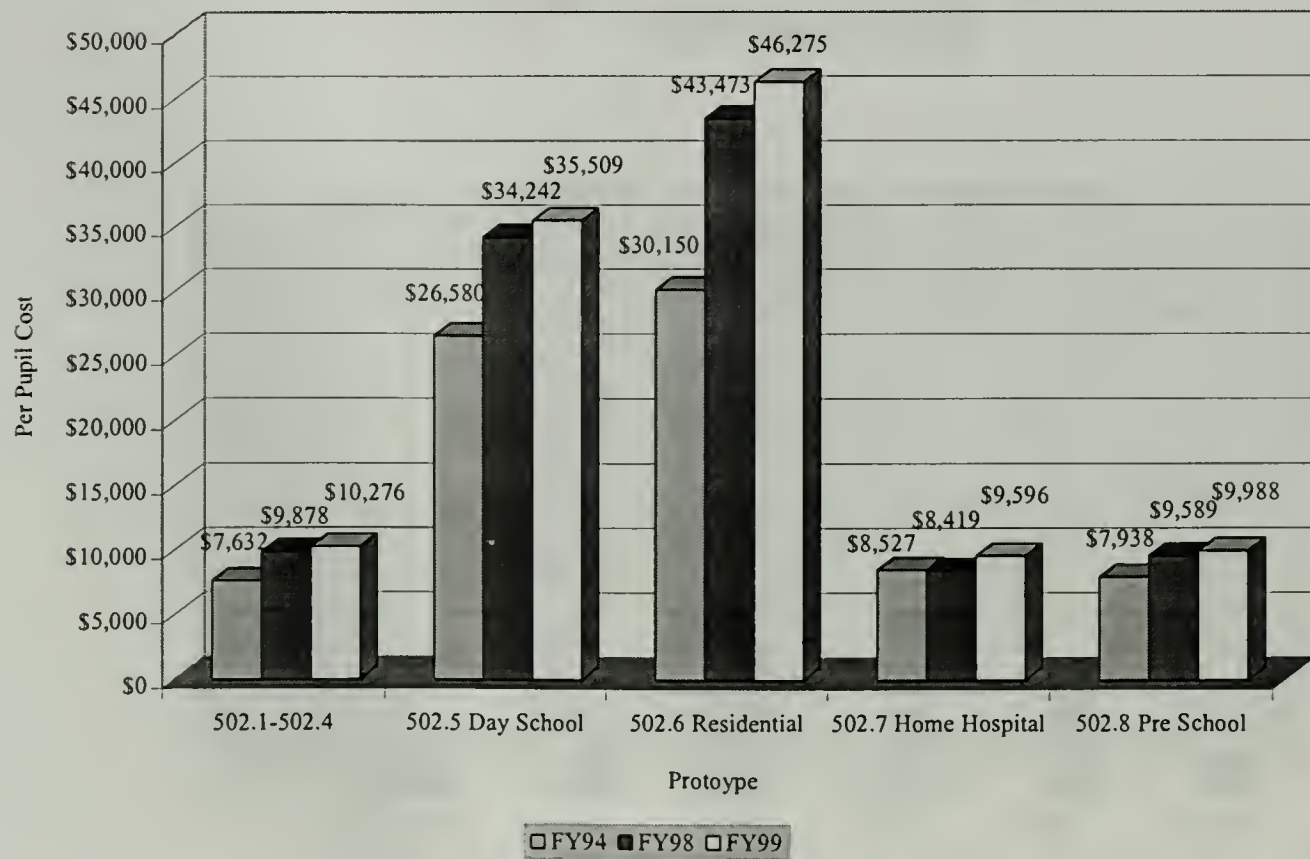
**Net School Spending as Percent of Foundation,
FY93 vs FY00**



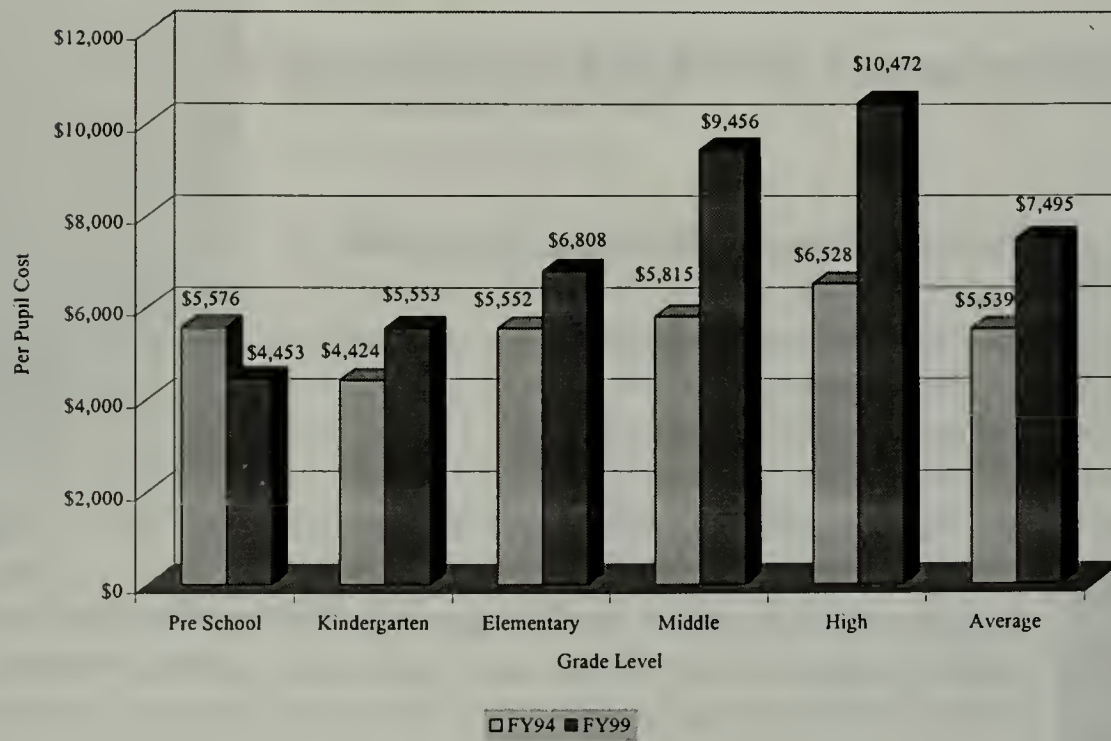
Chapter 70 Appropriations-FY1992-FY2001



Special Education Costs by Prototype - FY94, FY98, FY99

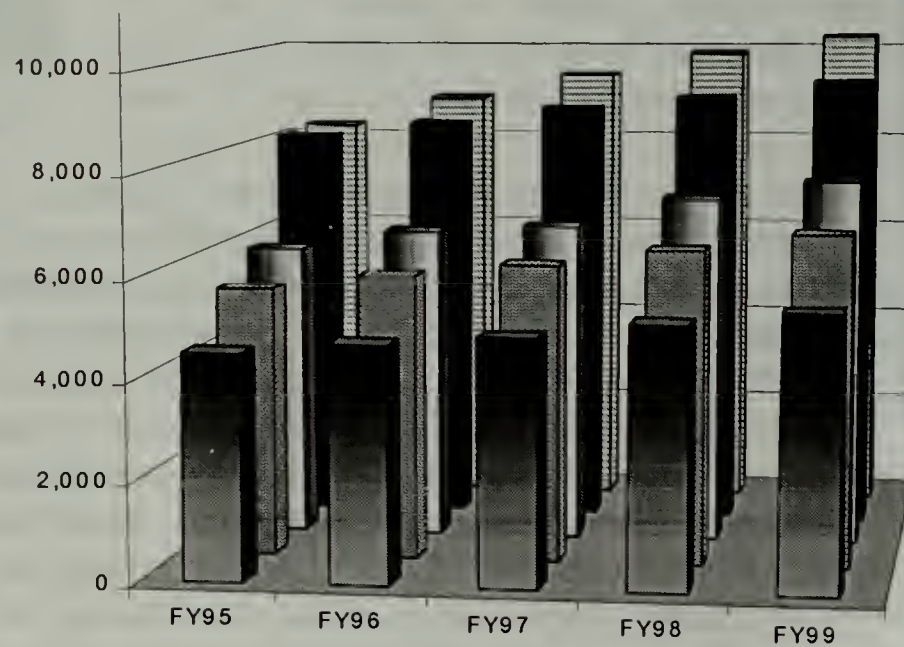


Transitional Bilingual Education Costs by Grade Level - FY94, FY99



**Per Pupil Expenditures, By Program
Massachusetts State Average, FY 95 to FY 99**

REGULAR DAY TOTAL DAY BILINGUAL OCCUPATIONAL SPECIAL NEEDS



Massachusetts Board of Education Members



James A. Peyser, Chairman, Dorchester

*Pioneer Institute for Public Policy Research
85 Devonshire Street
Boston, MA 02108*

Mr. Peyser is the Executive Director of Pioneer Institute for Public Policy Research. In 1995, he served as Under Secretary of Education and Special Assistant to the Governor for Charter Schools. Mr. Peyser holds a Master of Arts in Law and Diplomacy from the Fletcher School (Tufts University) and a Bachelor of Arts from Colgate University. He is a member of the Board of Overseers at WGBH and a former member of the Board of Directors of Boston Partners in Education.



Roberta R. Schaefer, Vice-Chairperson, Worcester

*Worcester Municipal Research Bureau
Assumption College
500 Salisbury Street
Worcester, MA 01609*

Dr. Schaefer is Executive Director of the Worcester Municipal Research Bureau, where she has been responsible for overseeing the research agenda, writing reports, and organizing public forums on municipal and regional issues for 16 years. She is a recent recipient of a three-year grant from the Alfred J. Sloan Foundation to benchmark municipal performance in Worcester. She is also lecturer in politics at

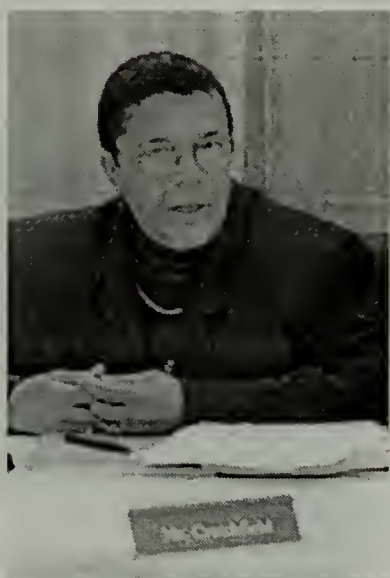
Assumption College, and has taught political science at Clark University, Nichols College, and Rutgers University. Dr. Schaefer received a Bachelor of Arts degree from Queens College of the City University of New York, and she earned her Master of Arts and Doctorate in Political Science from the University of Chicago. She is also co-editor of two books, Sir Henry Taylor's *The Statesman* and *The Future of Cities*, and has authored several articles for professional journals. Dr. Schaefer is a corporator of Bay State Savings Bank and the Greater Worcester Community Foundation.



Charles D. Baker, Swampscott

*Harvard Pilgrim Health Care
10 Brookline Place West
Brookline, MA 02445*

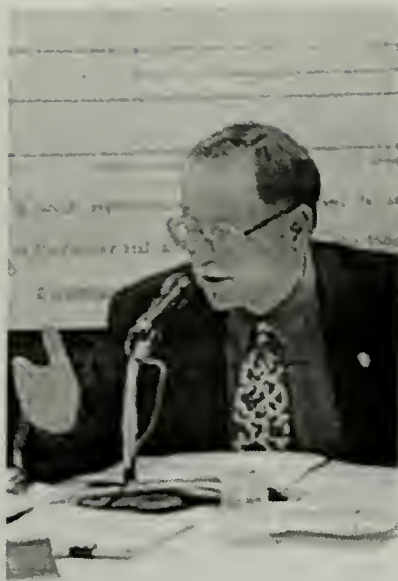
Mr. Baker is President and Chief Executive Officer of Harvard Pilgrim Health Care. Before becoming Harvard Pilgrim's CEO, Mr. Baker served as Secretary of Administration and Finance, Secretary of Health and Human Services and Under Secretary for Health during the Weld and Cellucci Administrations, from 1991-1998. Before joining the Weld Administration, he founded and co-directed the Pioneer Institute. Mr. Baker received a Bachelor of Arts in English from Harvard College and a Master's in Management, concentrating in Public Administration and Finance, from Northwestern's Kellogg School.



Patricia A. Crutchfield, Southwick

*P.O. Box 98,
Southwick, MA 01077-0098*

Ms. Crutchfield is the Senior Manager/Human Resources and Organizational Development in the Auxiliary Services Unit at the University of Massachusetts/Amherst. She is a graduate of the City College of the City University of New York, where she also received a Master's Degree in English and American Literature, and she holds a Master's in Library Science from the State University of New York at Albany. Ms. Crutchfield is a member of the Education Department faculty at Cambridge College in Springfield. She is the founder of Sojourner Communications, a consulting firm serving the human services and education communities, and she is an active member of several community service agency boards.



Edwin J. Delattre, Boston

*Boston University School of Education
605 Commonwealth Avenue
Boston, MA 02215*

Dr. Delattre of Boston University is professor of education and dean of the School of Education and a professor of philosophy, College of Arts and Sciences. He is an adjunct scholar of the American Enterprise Institute for Public Policy Research in Washington, DC, and President Emeritus of St. John's College, Annapolis, Maryland, and Santa Fe, New Mexico. He received a Bachelor of Arts in philosophy from the University of Virginia, and a Ph.D. in philosophy from the University of Texas. Dr. Delattre is the author of two books, *Education and the Public Trust* and *Character and Cops: Ethics in Policing*, and of numerous newspaper and magazine articles on ethics in daily private and public life.



Judith I. Gill, Chancellor, Board of Higher Education

*Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108*

Dr. Gill was appointed Chancellor on August 1, 2000. She served as Vice Chancellor from 1995 until January 6, 2000, when she was appointed Acting Chancellor. Dr. Gill received a B.A. from the University of Massachusetts Amherst and a Master's degree in Public Administration from the University of Washington. She received a Ph.D. from the University of Michigan. Prior to her work with the Board, Dr. Gill worked on higher education policy and planning issues with the Massachusetts Higher Education Coordinating Council, the Western Interstate Commission for Higher Education, the Council of State Colleges and Universities in Washington State, and the University of Massachusetts. Dr. Gill is the author of numerous reports and articles on higher education issues.



William K. Irwin, Jr., Wilmington

*New England Carpenters Training Fund
13 Holman Road
Millbury, MA 01527*

Mr. Irwin is the Director of the New England Carpenters Training Fund, and the Boston Carpenters Apprenticeship and Training Fund. Mr. Irwin is also a member of the National Association of State Boards of Education Governmental Affairs Committee, the President of the Building Trades Training Directors Association of Massachusetts, and is a member of the Massachusetts School-to-Work Executive Committee. A graduate of Wilmington High School and the Boston Carpenters Apprenticeship and Training Program, Mr. Irwin attended Northern Essex Community College and Northeastern University. A member of the Board of Education since 1990, Mr. Irwin served as a Vice-Chairperson of the State Board of Education in 1992. Mr. Irwin presently serves on a variety of national and statewide boards and commissions, and was honored in April 1999 by the Massachusetts Federation of Teachers as the recipient of the "Hero in Education Award."



Jody Kelman, Concord

*Massachusetts State Student Advisory Council
c/o Department of Education
350 Main Street
Malden, MA 02148*

Ms. Kelman is the 2000-2001 Chairperson of the State Student Advisory Council, elected by fellow students in June of 2000. Ms. Kelman is a senior at Concord-Carlisle High School, and is interested in policy development. She is active in school, community, and statewide politics. She served as the student representative to the school committee and is on the strategic planning committee for the Concord-Carlisle Regional School District, is a research assistant at the John F. Kennedy School of Government, and coordinated student involvement for recent political campaigns in Massachusetts. Ms. Kelman's academic awards include: National Merit Semi-finalist 2000 and American Bar Association Law Day Citizenship Award 2000. Ms. Kelman will be entering the freshman class of Harvard University in the fall of 2001 where she plans to major in social studies.



Abigail M. Thernstrom, Lexington

*1445 Massachusetts Avenue
Lexington, MA 02420*

Dr. Thernstrom is currently a Senior Fellow at the Manhattan Institute in New York. She received her Ph.D. from the Department of Government, Harvard University, in 1975. Her most recent book, co-authored with her husband, Harvard historian Stephan Thernstrom, is *America in Black and White: One Nation Indivisible*, which the *New York Times Book Review*, in its annual year-end review, listed as one of the notable books of 1997. She was a participant in President Clinton's first town meeting on race, and writes for a variety of journals and newspapers including *The New Republic* and the *Wall Street Journal*. Her frequent media

appearances have included Fox News Sunday, Good Morning America, the Jim Lehrer NewsHour, and Black Entertainment Television. Dr. Thernstrom was appointed by the United States Congress in January 2001 to serve as a Commissioner on the United States Commission on Civil Rights.

Massachusetts Department of Education Budget

<u>Program</u>	FY99 Budget	FY00 Budget	FY99-00	Change	FY01 Budget	FY00-01	Change
		% Total	\$	%		\$	%
		% Total					% Total
Administration/Operations:							
Department Operating Budget	9,452,029	0.29%	327,161	0.09%	10,405,256	626,066	0.26%
School Finance Programs	0	0.00%	0	0.00%	0	0	0.00%
DOE Information Technology	742,686	0.02%	1,035,707	0.29%	1,778,393	0	0.00%
Sub-Total	10,194,715	0.31%	1,362,868	0.38%	12,183,649	626,066	0.31%
Program Oversight:							
Auditing Reserve	0	0.00%	503,865	0.14%	0	-503,865	-0.15%
Office of Educational Quality & Accountability	3,328,798	0.10%	-518,783	-0.14%	0	-2,810,015	-0.84%
Office of Academic Affairs	0	0.00%	0	0.00%	0	0	0.00%
After School Programs	4,025,000	0.12%	7,436,932	2.07%	11,611,932	150,000	0.04%
MCAS Low-Scoring Support	20,000,000	0.62%	0	0.00%	40,000,000	20,000,000	5.97%
Student Assessment	13,000,000	0.40%	1,800,000	0.50%	19,168,559	4,368,559	1.30%
Sub-Total	40,353,798	1.24%	9,222,014	2.57%	70,780,491	21,204,679	1.79%
School Finance:							
Metco	12,371,328	0.38%	0	0.00%	15,319,156	2,947,828	0.88%
Essex Agriculture Assessment Subsidy	0	0.00%	1,275,000	0.36%	656,268	-618,732	0.18%
Essex Agriculture Capital Reserve	0	0.00%	1,500,000	0.42%	0	-1,500,000	0.45%
Magnet Education	4,800,000	0.15%	0	0.00%	4,800,000	0	0.00%
Equal Education	8,448,000	0.26%	0	0.00%	8,448,000	0	0.00%
Construction - 1st. Pymt. (Deseg.)	10,912,208	0.34%	-657,354	-0.18%	10,510,945	256,091	0.08%
Construction - 1st. Pymt. (Non-Deseg.)	23,160,145	0.71%	12,781,011	3.57%	46,015,190	10,074,034	3.01%
Construction Annual Payments	200,779,144	6.18%	27,102,292	7.56%	268,117,348	40,235,912	12.01%
Construction - Planning Grants	276,652	0.01%	0	0.00%	46,206	-230,446	-0.07%
Construction - Emergency Grants	2,000,000	0.06%	-319,486	-0.09%	755,965	-924,549	-0.28%
Pupil Transportation Reimbursements	57,600,000	1.77%	0	0.00%	57,600,000	0	0.00%
Regional School Transportation	33,991,451	1.05%	6,613,729	1.85%	48,684,734	8,079,554	2.41%
Payment to Northampton	535,000	0.02%	350,000	0.10%	885,000	0	0.00%
One-Time Chapter 70 Distributions	8,119,446	0.25%	-8,119,446	-2.27%	0	0	0.00%
Foundation Aid	2,515,444,069	77.45%	245,318,405	68.44%	2,947,826,307	187,063,833	55.83%
State Wards	17,082,983	0.53%	427,075	0.12%	17,510,058	0	0.00%
Foundation Reserve	5,000,000	0.15%	0	0.00%	2,000,000	-3,000,000	0.90%

<u>Program</u>	FY99 Budget		FY00 Budget		FY99-00		Change		FY01 Budget		FY00-01		Change
		% Total		% Total	\$	%		%		% Total	\$	%	%
Class Size Reduction for Low Income Districts	0	0.00%	0	0.00%	0	0.00%	0	0.00%	18,000,000	0.46%	18,000,000	0.46%	5.37%
School Choice Transportation	250,000	0.01%	400,000	0.01%	150,000	0.04%	0	0.04%	450,000	0.01%	50,000	0.01%	0.01%
Charter School Reimbursements	25,568,134	0.79%	27,147,555	0.75%	1,579,421	0.44%	0	0.44%	36,268,139	0.92%	9,120,584	0.92%	2.72%
Minimum Aid, \$100 per Student in FY99	42,770,481	1.32%	42,770,481	1.19%	0	0.00%	0	0.00%	42,770,481	1.09%	0	1.09%	0.00
Sub-Total	2,969,109,041	91.42%	3,257,109,688	90.32%	288,000,647	80.35%	3,526,663,797	89.41%	269,554,109	83.50%			
Student Programs:													
Adult Learning Centers	26,626,751	0.82%	30,201,751	0.84%	3,575,000	1.00%	30,227,525	0.77%	25,774	0.00%			0.00%
Early Childhood Grants	85,500,000	2.63%	109,582,893	3.04%	24,082,893	6.72%	114,551,675	2.91%	4,968,782	1.48%			1.48%
Kindergarten Development Grants	0	0.00%	17,820,000	0.49%	17,820,000	4.97%	28,000,000	0.71%	10,180,000	3.04%			3.04%
Home Based Parenting & Literacy	0	0.00%	2,000,000	0.06%	2,000,000	0.56%	0	0.00%	3,000,000	0.08%	-2,000,000	0.00%	-0.60%
Early Intervention Tutorial Literacy									6,829,048	0.17%	3,000,000	0.08%	0.90%
Head Start Grants	6,829,048	0.21%	6,829,048	0.19%	0	0.00%	6,829,048	0.17%	0	0.00%			0.00%
Institutional Schools													
Alternative Education Programs	9,339,171	0.29%	9,327,681	0.26%	-11,490	0.00%	9,309,164	0.23%	-18,517	0.00%			0.00%
Certificate of Occupational Proficiency	0	0.00%	500,000	0.01%	500,000	0.14%	500,000	0.01%	100,000	0.00%	100,000	0.00%	0.03%
School Lunch Public													
S.B. Pilot Program for Universal Feeding	5,426,986	0.17%	5,426,986	0.15%	0	0.00%	5,426,986	0.14%	0	0.00%			0.00%
S.B. Pilot Program to Increase Participation	500,000	0.02%	3,085,360	0.09%	2,585,360	0.72%	3,085,360	0.08%	0	0.00%			0.00%
Summer Food Program Grants	1,000,000	0.03%	1,000,000	0.03%	0	0.00%	1,000,000	0.03%	0	0.00%			0.00%
	500,000	0.02%	695,000	0.02%	195,000	0.05%	695,000	0.02%	0	0.00%			0.00%
School Breakfast (S.B.) Program													
	1,163,208	0.04%	2,530,443	0.07%	1,367,235	0.38%	2,530,443	0.06%	0	0.00%			0.00%
Project "PALMS"													
W.P.I. School of Excellence	2,057,621	0.06%	2,057,621	0.06%	0	0.00%	2,057,621	0.05%	0	0.00%			0.00%
	819,231	0.03%	1,199,231	0.03%	380,000	0.11%	1,199,231	0.03%	0	0.00%			0.00%
Sped. Schools for Abandoned Children													
Special Education Residential Schools	3,829,424	0.12%	3,829,424	0.11%	0	0.00%	3,829,424	0.10%	0	0.00%			0.00%
Special Education - Emergency Reserve	51,998,406	1.60%	56,379,317	1.56%	4,380,911	1.22%	61,941,239	1.57%	5,561,922	1.66%			1.66%
Special Education Consolidated Program	266,891	0.01%	0	0.00%	-266,891	-0.07%	5,600,000	0.14%	5,600,000	1.67%	0	0.00%	1.67%
Special Education Data Collection and Monitoring	0	0.00%	0	0.00%	0	0.00%	400,000	0.01%	400,000	0.12%	0	0.00%	0.00%
Special Education Zero Interest Loan Program							1,000,000	0.03%	1,000,000	0.30%			0.30%
Sub-Total	195,856,737	6.03%	252,464,755	7.00%	56,608,018	15.79%	281,282,716	7.14%	28,817,961	7.14%			
Staff Programs:													
Attracting Excellence to Teaching	846,723	0.03%	1,200,000	0.03%	353,277	0.10%	1,200,000	0.03%	0	0.00%			0.00%
Teacher Certification Programs	2,244,607	0.07%	1,915,235	0.05%	-329,372	-0.09%	1,921,692	0.05%	6457	0.00%			0.00%
Educator Mentoring and Training	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%
Leadership Academics	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00%
Sub-Total	3,091,330	0.10%	3,115,235	0.09%	23,905	0.01%	3,121,692	0.08%	6457	0.00%			

<u>Program</u>	<u>FY99 Budget</u>	<u>% Total</u>	<u>FY00 Budget</u>	<u>% Total</u>	<u>FY99-00</u>	<u>Change</u>	<u>FY01 Budget</u>	<u>% Total</u>	<u>FY00-01</u>	<u>Change</u>
					\$	%			\$	%
Educational Support Programs:										
Charter School Grants	2,847,290	0.09%	2,847,290	0.08%	0	0.00%	2,847,290	0.07%	0	0.00%
Character Education Grants	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Advanced Placement Courses	500,000	0.02%	500,000	0.01%	0	0.00%	500,000	0.01%	0	0.00%
Gifted & Talented Grants	437,970	0.01%	437,970	0.01%	0	0.00%	437,970	0.01%	0	0.00%
Restructuring Grants	3,735,968	0.12%	3,735,968	0.10%	0	0.00%	0	0.00%	-3,735,968	-1.12%
Early Literacy Programs	0	0.00%	4,500,000	0.12%	4,500,000	1.26%	20,125,000	0.51%	15,625,000	4.66%
Health Education	11,132,258	0.34%	11,141,766	0.31%	9,508	0.00%	11,619,061	0.29%	477,295	0.14%
Dual Enrollment	1,579,400	0.05%	1,779,400	0.05%	200,000	0.06%	1,779,400	0.05%	0	0.00%
Work Based Learning	1,749,000	0.05%	1,891,800	0.05%	142,800	0.04%	2,084,400	0.05%	192,600	0.06%
Sub-Total	21,981,886	0.68%	26,834,194	0.73%	4,852,308	1.36%	39,393,121	0.99%	12,558,927	3.74%
Transfer to Other Agencies:										
Skill Training Center (Cambridge)	150,000	0.00%	150,000	0.00%	0	0.00%	150,000	0.00%	0	0.00%
Temporary Food Assistance	1,000,000	0.03%	1,000,000	0.03%	0	0.00%	1,000,000	0.03%	0	0.00%
Office of Educational Quality & Accountability										
Teen Pregnancy Programs (trans. to DPH)	250,000	0.01%	0	0.00%	-250,000	-0.07%	0	0.00%	0	0.00%
Teen Day Care Vouchers (trans. to DPH)	2,000,000	0.06%	0	0.00%	-2,000,000	-0.56%	0	0.00%	0	0.00%
Franklin Institute	2	0.00%	1	0.00%	-1	0.00%	1	0.00%	0	0.00%
Youthbuild Programs	1,250,000	0.04%	1,800,000	0.05%	550,000	0.15%	2,300,000	0.06%	500,000	0.15%
Pioneer Valley Business Alliance	200,000	0.01%	287,890	0.01%	87,890	0.02%	287,890	0.01%	0	0.00%
Mass Ed.Net	1,367,500	0.04%	1,327,500	0.04%	-40,000	-0.01%	3,100,000 #2	0.08%	1,772,500	0.53%
Mass. Service Alliance Grants	1,000,000	0.03%	1,000,000	0.03%	0	0.00%	1,000,000	0.03%	0	0.00%
Sub-total:	5,850,002	0.18%	5,565,391	0.12%	-1,612,111	-0.45%	7,837,891	0.21%	2,272,500	0.68%
ALL ACCOUNTS TOTAL:	3,247,805,009	100.00%	3,606,222,658	100.00%	358,417,649	100.00%	3,941,263,357	100.00%	335,040,699	100.00%

#1 Consolidated into new SPED line item.

#2 Includes anticipated supplemental appropriations.

#3 To be funded from Educator Quality Endowment.

#4 Consolidated into new early childhood/early literacy line item.

#5 Consolidated into the school breakfast line item.

#6 Consolidated into the new academically advanced line item.

#7 Consolidated into the MCAS support line item.

Appendix D

